



**Special Education Profiles for Schools Indicating an Intent to Participate in the Special Needs
Scholarship Program (SNSP) – 2021-22 School Year**

**Please click on school name or scroll down to the designated “Special Education Profile Page” to
read the special education profile of each participating private school.**

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***Academy of Excellence – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Academy of Excellence (AoE) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. The student support team may consist of the student, parents/guardian, teachers, support staff, school administrator, and school counselor or social worker, who will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP) on a regular basis. The regular education teacher will provide instruction and accommodations as outlined in the IEP/ISP plan with the support of other staff and resources in the least restrictive environment. The location and frequency of the academic instruction will be individualized to the student's unique needs.

Academic and behavioral support may include: Differentiation of the general curriculum by the general education teacher; Differentiation, modification, and/or accommodation of the general education curriculum by the general education teacher in conjunction with the learning coordinator; Pull-out remediation for reading up to 90 minutes a week by the learning specialist/coordinator; Modification of assignments and/or curriculum; Use of assistive technologies; Individual or small-group reading and phonics interventions; Individual or small-group math interventions; Individual or small-group study support sessions.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers at AoE hold a minimum of a Bachelor's Degree.

The school will outsource speech and therapy services as needed. These services will be provided by teachers having earned a minimum of a bachelor's degree from an accredited college or university.

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Aquinas High – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Aquinas Catholic Schools (ACS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teacher(s), school administrator, and school counselor, will meet to review the student's most current Services Plan (ISP) and/or Individualized Education Program (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to create an agreed upon ACS Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and/or individual assessment options. A modification example may be that the foreign language requirement is waived. Currently, some special education services are provided by the Local Education Agency (LEA). SNSP student will be held to ACS standards and policies as stated in each school handbook.

ACS elementary school buildings are not wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Aquinas Middle – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Aquinas Catholic Schools (ACS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teacher(s), school administrator, and school counselor, will meet to review the student's most current Services Plan (ISP) and/or Individualized Education Program (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to create an agreed upon ACS Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and/or individual assessment options. A modification example may be that the foreign language requirement is waived. Currently, some special education services are provided by the Local Education Agency (LEA). SNSP student will be held to ACS standards and policies as stated in each school handbook.

ACS elementary school buildings are not wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Assumption High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Assumption Catholic Schools (ACS) Assumption High School provides quality, Catholic education and enrichment to students in grades K-12 with the goal of educating and nurturing the whole child - mind, body and soul. We support students who need additional interventions and services as part of the regular education curriculum. SNSP students will be held to the ACS standards and policies as stated in each school handbook.

The mission of ACS is to inspire excellence and personal growth grounded in Catholic principles and traditions. Our vision is to be a community of academic excellence, Catholic in spirit and culture, nurturing integrity and respect.

The student support team may consist of the student, parents/guardian, teachers, support staff, school administrator, and school counselor or school social worker, who will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP) on a regular basis. The team will develop and execute the needed accommodations, services, or interventions for student success academically, emotionally and socially. The team may also make recommendations for assessments and collaborate with the local public school districts and other professional organizations to develop appropriate goals for the student. At times, there may be some services that are provided by the local public school district. Other related services that benefit the student's individual success not received on the school campus, and not included as a part of the ISP/IEP, will be outlined in the agreed upon plan (i.e., private therapy, private tutoring).

The regular education teacher will provide instruction and accommodations as outlined in the IEP/ISP plan with the support of other staff and resources in the least restrictive environment. The location and frequency of the academic instruction will be individualized to the student's unique needs. The teacher will use an individualized approach to the student's learning in partnership with Students Services, who will oversee the student's progress and educational plan in agreeance with the parents/guardian. Some of the specialized services we offer include literacy labs, an academic support/success center, tutoring and other student services at each building.

The special education profiles contained in this document have been submitted to the department by the individual private schools. For specific questions about the information contained in the special education profiles, please contact the individual private schools directly.

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Assumption High School – Special Education Profile (cont.)

Our primary diagnostic tests are part of the Renaissance Learning STAR 360 platform and include STAR Early Literacy, Math and Reading. In addition students in grades 2-8 take the Iowa Test of Basic Skills. Grade 9 the Aspire, grade 10 Aspire Summative and ASVAB, and grade 11 the ACT. Wisconsin Forward exams are also given to participants in the Choice and SNSP programs.

Assumption Catholic High School is wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All ACS teachers are licensed through DPI and hold a bachelor's degree or higher. All support staff are qualified according to the Wisconsin State Standards. Educational instruction and/or services will be provided by a licensed teacher, a degreed paraprofessional, or licensed professional under the DPI standards, including a licensed school counselor or licensed school social worker.

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Assumption Middle School – Special Education Profile

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The mission of ACS is to inspire excellence and personal growth grounded in Catholic principles and traditions. Our vision is to be a community of academic excellence, Catholic in spirit and culture, nurturing integrity and respect.

The student support team may consist of the student, parents/guardian, teachers, support staff, school administrator, and school counselor or school social worker, who will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP) on a regular basis. The team will develop and execute the needed accommodations, services, or interventions for student success academically, emotionally and socially. The team may also make recommendations for assessments and collaborate with the local public school districts and other professional organizations to develop appropriate goals for the student. At times, there may be some services that are provided by the local public school district.

Other related services that benefit the student's individual success not received on the school campus, and not included as a part of the ISP/IEP, will be outlined in the agreed upon plan (i.e., private therapy, private tutoring).

The regular education teacher will provide instruction and accommodations as outlined in the IEP/ISP plan with the support of other staff and resources in the least restrictive environment. The location and frequency of the academic instruction will be individualized to the student's unique needs. The teacher will use an individualized approach to the student's learning in partnership with Students Services, who will oversee the student's progress and educational plan in agreeance with the parents/guardian. Some of the specialized services we offer include literacy labs, an academic support/success center, tutoring and other student services at each building.

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Assumption Middle School – Special Education Profile (cont.)

Our primary diagnostic tests are part of the Renaissance Learning STAR 360 platform and include STAR Early Literacy, Math and Reading. In addition students in grades 2-8 take the Iowa Test of Basic Skills. Grade 9 the Aspire, grade 10 Aspire Summative and ASVAB, and grade 11 the ACT. Wisconsin Forward exams are also given to participants in the Choice and SNSP programs.

Assumption Catholic Middle School is wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All ACS teachers are licensed through DPI and hold a bachelor's degree or higher. All support staff are qualified according to the Wisconsin State Standards. Educational instruction and/or services will be provided by a licensed teacher, a degreed paraprofessional, or licensed professional under the DPI standards, including a licensed school counselor or licensed school social worker.

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Bader Hillel High, Inc. – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Bader Hillel High provides students with identified needs both academic and behavioral support in a number of ways including:

- Differentiation of the general curriculum by the general education teacher
- Differentiation, modification, and/or accommodation of the general education curriculum by the general education teacher in conjunction with the learning coordinator
- Pull-out remediation for reading up to 90 minutes a week by the learning specialist/coordinator
- Pull-out remediation for reading up to 2 hours a week by a reading specialist
- Push-in support by the reading specialist (limited)
- Paraprofessional support
- School Social worker on staff 2 days a week
- Use of individual positive behavior systems
- Use of universal proactive behavior strategies (classroom and/or school)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

- Learning Coordinator/Specialist-- Masters in Special Education
- School Social Worker- Masters in Social Work with a certificate in School Psychology
- Paraprofessional(s)-- B.A.

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Beautiful Savior Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Beautiful Savior Lutheran School is here to assist parents in the following of our Lord when He said, “Parents... bring (your children) up in the training and instruction of the Lord.” (Ephesians 6:4b) As we welcome this opportunity to give children the quality Christ-centered education, which they so vitally need. We pray that their faith and love for the Savior will enable them to overcome the many temptations that will confront them in this life. We have faith in the Lord’s command and promise when He says, “Train a child in the way he should go, and when he is old he will not turn from it.” (Proverbs 22:6)

Beautiful Savior Lutheran School will gladly make reasonable modifications to educational programing and procedures if necessary within the regular educational classroom. We offer an academically appropriate education for each individual child based on their need and approved by both parents and school.

Title I services are available to qualified students who do not qualify for the SNSP program.

Speech Therapy is provided through Playroom Inc.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers at Beautiful Savior Lutheran School hold a minimum of a Bachelor’s Degree in Education. Our Special Education Lead Teacher is Katherine Mech—M.S. EC Special Education. Our Resource Room Lead Teacher is Candace Crass—B.S. Elementary (PreK-Grade 6) Education. Speech & Language Pathologist MS CCC-SLP

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Bethlehem Evangelical Lutheran School – Menomonee Falls – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Bethlehem Evangelical Lutheran School exists to offer an excellent education with a distinctly Christian foundation. One objective is to provide children with a solid educational base for future academic success and productive employment. Understanding that God has blessed all students with unique and varied abilities, classroom teachers design and provide academic growth opportunities for all students in their regular classrooms while offering additional learning support, accommodations, or modifications for students with identified needs.

Bethlehem Evangelical Lutheran School has a learning services program that assists classroom teachers as they oversee and direct the education of every student in their classroom. Classroom teachers make use of differentiation and Response to Intervention (RtI) techniques to identify and work with struggling learners within the general classroom setting. Learning Services personnel may provide learning support to students within the classroom or conduct interventions with students individually or in small groups of same-age peers outside of the regular classroom setting. Learning Services personnel may also conduct observations and assessments both within and outside of the regular classroom setting.

Examples of services within the regular classroom that could be provided include:

- Modification of assignments and/or curriculum
- Use of assistive technologies
- Support of Learning Services personnel during core curriculum instruction

Examples of services outside the regular classroom that could be provided include:

- Individual or small-group reading and phonics interventions
- Individual or small-group math interventions
- Individual or small-group study support sessions
- Supplemental speech & language services

Note: Individualized services provided outside the regular classroom are typically limited to 30 minutes per day.

At the current time, speech and language services are provided for qualifying K4 – Grade 8 students through the Local Education Agencies.

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Bethlehem Evangelical Lutheran School – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Dyslexia Specialist/Consultant: B.S. in Elementary Education; certified in Screening for Dyslexia; certified and trained in MSLE (Multi-Sensory Structured Language Education); certified Barton (Orton-Gillingham) tutor for Dyslexia; certified in an Orton-Gillingham Multi-Sensory training

Learning Services Coordinator: B.S. in Elementary Education; M.S. in Organizational Leadership & Administration; MN teaching license (K-6, Elementary Education; 5-8, Social Studies)

Learning Services Teacher: B.S. in Elementary Education; WI Teaching License (PreK-6); previous work experience as a Title I Math and Reading Teacher (Grades 1-8)

Occupational Therapist: B.S. in Occupational Therapy; WI State License; DPI License; NBCOT License

Speech-Language Pathologist: M.A., CCC-SLP

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Blessed Sacrament Elementary – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Aquinas Catholic Schools (ACS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teacher(s), school administrator, and school counselor, will meet to review the student's most current Services Plan (ISP) and/or Individualized Education Program (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to create an agreed upon ACS Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and/or individual assessment options. A modification example may be that the foreign language requirement is waived. Currently, some special education services are provided by the Local Education Agency (LEA). SNSP student will be held to ACS standards and policies as stated in each school handbook.

ACS elementary school buildings are not wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Carter's Christian Academy, Inc. – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Carter's Christian Academy strives to instill in each child a love for God, learning and knowledge by developing in them a strong biblical foundation. The tenants of our school are:

- Changing lives with love
- Affirming lives with love
- Reaching lives with love
- Transforming lives with love
- Empowering lives with love
- Reshaping lives with love
- Strengthening lives with love

EDUCATIONAL ENVIRONMENT

Scholars receiving special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that scholars with disabilities who are educated in the least restrictive environment show higher self-esteem, increased motivation, improved socialization and communication skills, and greater academic achievement than those in a segregated, or more restrictive environment. As the school grows its special needs capabilities, faculty and staff will participate in ongoing professional development to continue to enrich the educational environment for all scholars

METHODS OF INSTRUCTION

The most recent individualized education program or services plan will be implemented, as modified by agreement, between the school and parent of the special needs student. In addition, related services not included in the individualized education program or services plan will be outlined and agreed upon by the school and parent. The agreement of services will guide instructional methods. General education teachers will provide instruction and interventions that align with the student's agreement of services. Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Interventions will be tailored in a fashion guided by student responses and progress. Instruction and approaches are regularly adjusted according to evidence of success with regard to each child. Whenever possible, scholars receiving special education services will remain with their peers. The classroom teacher, special education staff, parent, and administrator will determine the services that are needed for the child. The nature, extent, and location of services will be tailored to the unique needs of the child.

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Carter's Christian Academy, Inc. – Special Education Profile (cont.)

INSTRUCTIONAL MATERIALS

Scholars who receive special education services utilize textbooks and supplementary materials used in the general education setting. These materials may be augmented by materials that provide information at a reduced language and/or reading level as determined by individual needs. Curriculum development in areas of support for scholars with disabilities will be accomplished through collaboration with the classroom teacher, special education staff and school administrator. Student specific practice activities and materials may be developed and utilized to reinforce specific skill sets. The school team will tailor materials to meet individual needs to the best of the school's ability and in consultation with parents.

ASSESSMENT

Both formal and informal assessments are used in determining student progress. The specific evaluation tools that are administered depend on the nature of the disability and the student's age and grade level. Scholars with disabilities will participate in the state assessment program (grades 3 – 8) unless otherwise indicated in the agreement of services. These assessments may be administered with or without standard accommodations. The general education (classroom) teacher, special needs staff, instructional assistants, or proctors may administer assessments. The classroom teacher will be responsible for interpreting and communicating the results of assessments to parents. Teachers use assessment data to make instructional decisions and monitor progress. Assessments conducted during the year will be shared with the parent at the quarterly progress report.

In order to provide the best service possible it is the school's expectation that parents will include the school's special education team and administrator on the agreement of services team for evaluation or review.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

STAFFING

The following staff members may provide instruction and support for scholars with disabilities as outlined in their agreed upon agreement of services:

GENERAL EDUCATION/CLASSROOM TEACHERS

- plan and implement the instructional program, in collaboration with the administrator and special education staff

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Carter's Christian Academy, Inc. – Special Education Profile (cont.)

- monitor student progress and direct activities of instructional assistants (aides, other support staff, etc.) who work with the scholars
- possess a bachelor's degree or beyond from an accredited university or college

SPECIAL EDUCATION STAFF

- are part of a collaborative special education team working under the direction of the administrator to provide academic, emotional and developmental support to all scholars as may be needed. This team may include outside consultants as deemed appropriate.
- work in collaboration with the general education/classroom teacher to adjust curriculum and instruction to meet individual needs
- may teach select lessons in a smaller group setting or one-on-one as the needs of the child or the agreement of services dictates
- will possess or be in the process of obtaining certified training in special education instructional assistants
- perform teaching-related activities and non-teaching assignments at the direction of the administrator, classroom teacher and/or special education staff
- may teach select lessons in a smaller group setting or one-on-one as the needs of the child or agreement of services dictates
- possess a high school diploma or its equivalent

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Cathedral Elementary – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Aquinas Catholic Schools (ACS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teacher(s), school administrator, and school counselor, will meet to review the student's most current Services Plan (ISP) and/or Individualized Education Program (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to create an agreed upon ACS Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and/or individual assessment options. A modification example may be that the foreign language requirement is waived. Currently, some special education services are provided by the Local Education Agency (LEA). SNSP student will be held to ACS standards and policies as stated in each school handbook.

ACS elementary school buildings are not wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Central Wisconsin Christian School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Mission: Central Wisconsin Christian School serves students in elementary, middle and high school with a mission to teach children to glorify God and serve in His world.

Here, Christ is central to what we do. We embrace a theology of inclusion, and believe that all students are challenged to develop and grow in the gifts that God has given them. We approach our work with a foundation of core values – to choose joy, care for others, speak the truth in love and strive to grow.

Educational Environment: Our mission and values are exemplified in our approach to nurturing all of our students, particularly those with special needs or challenges. Our philosophy is one of inclusion, where students in the same age group grow and learn together in the classroom, in the least restrictive environment possible.

We employ early intervention strategies to identify, evaluate and assist students who struggle. Our team – administrators, special education professional, resource teacher, classroom teachers, aides and school counselor – works in harmony to build a solid foundation for each student so that he or she develops academically, spiritually, socially and personally.

Our school's warm Cornerstone Learning Center for high school students, bright and airy classrooms for elementary students, and middle school small-class approach provide our students with an appropriate environment in which to thrive.

We network with outside professionals to provide the best possible supports for students who require additional assistance or programming, and we challenge ourselves to continually learn more about our profession and our students so that they excel. We have a commitment to ongoing development as professionals.

Methods of Instruction

Central Wisconsin Christian School will meet with the parents of special needs students who have an Individualized Education Program (IEP) or Service Plan (ISP). They will modify the plan through agreement, which may also include any additional services not outlined in the plan that are available and may benefit the student.

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Central Wisconsin Christian School – Special Education Profile (cont.)

All staff that works with the student will use the modified plan to guide instruction. Push-in and pull-out services may be used to attend to the special needs of the student. Interventions will be employed as needed. Instruction and the teaching approaches with the student will regularly be adjusted according to the student's response, progress and success. The nature, scope and location of services will be fashioned to attend to the unique needs of the child. Wherever possible, the student will remain with his or her peers.

Instructional Materials

Students with special education services will use textbooks and materials also in use in the general education classroom. Other materials and specialized equipment may also be used to augment instruction, as determined by the administrators, special education professionals and classroom teacher. The team will also collaborate to develop and tailor select curriculum and materials that are best suited to the student's ability, in consultation with the student's parents.

Assessment

Formal and informal assessments will occur regularly to determine student progress. The assessment tool used will depend on the student's special need, age and grade level.

Special needs students will participate in state assessment at all three levels – elementary, middle and high school, unless the modified IEP or ISP states otherwise. These assessments may be conducted with or without accommodations.

The special needs team will administer assessments and communicate results to parents. The team will consult with the assessment data to make instructional decisions and to monitor progress. All assessments will be shared with parents during quarterly reports.

Instructional Staff

Central Wisconsin Christian School has a team approach to assist students with special needs. The team may include administrators, general education classroom teacher, special needs coordinator, special education professional, instructional aides, school counselor and professional therapists as needed for specialized speech and language, occupational and physical therapy.

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Central Wisconsin Christian School – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Special education and support staff

Special education teacher: BA degree with WI license in special education

Educational Student Services Coordinator: BA, WI teacher certification, special education degree
School Counselor: Masters in Educational Psychology/School Counseling

Administration and classroom teachers: BA/BS degree at minimum and teaching licenses from WI and/or neighboring states.

Literacy specialists: BA degree and training in Orton Gillingham reading intervention

Paraprofessionals and classroom aides: Minimum high school diploma. Many with experience in special education, autism support, Orton Gillingham reading support.

Consultation services provided by All Belong, Wyoming, MI

State licensed credentialed persons for out sourced services such as OT, PT and speech and language.

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***CERT School – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Students who enroll in CERT School often have a prior history of revolving through numerous high schools as a result of disciplinary and behavioral characteristics related to emotional and behavioral disorders. Periods of extended chronic absences amplify learning gaps and reinforce stigmas of learning disabilities. Students with disabilities arrive at CERT School far behind the norm with respect to high school credits earned and grade-level proficiency.

To better serve CERT School students with emotional and behavioral disorders, CERT School will feature courses that provide these students with instructional support and behavior coping strategies to manage anger and other mental health issues that may prevent successful transition to employment and post-secondary education. In addition to attending courses designed specifically to provide behavior management strategies, students will also receive individual counseling and intervention assistance from certified CERT School staff. CERT School administrative staff will facilitate partnerships with community organizations that may supplement CERT School services to better achieve outcomes that fulfill the student's IEP, respectively.

Students with a learning disability will receive accommodations and differentiated instruction relative to curriculum and lessons that are designed to concur with the student's IEP. In addition, students will be assigned a paraprofessional to provide one-on-one individual assistance with leveled instructional materials that interactively scaffold the student learning and growth.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Angela Cassity is a certified and licensed special education teacher in the state of Wisconsin.

Chris Litzau holds a Master's degree from the University of Wisconsin-Milwaukee in Exceptional Education and is certified to teach middle/high school special education; his Wisconsin middle/high special education teaching license is in the process of renewal.

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CERT School – Special Education Profile (cont.)

Jeradine Young-Grayson is a 25-year veteran employee of the Milwaukee Public Schools where she served as a paraprofessional to assist teachers with special education students.

Mallorie Svetlik holds a Master's of Science degree in Counselor Education from the University of Wisconsin-Platteville, and is a licensed social worker in the state of Wisconsin.

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Christ St. Peter Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Christ St. Peter Lutheran School currently provides support for students with a range of disabilities including but not limited to specific learning disabilities, speech and language issues, cognitive disabilities, attention disabilities, and OHI. We offer a continuum of services within our special education program. A multi-tiered system of support (MTSS) describes two support systems, one for academics needs and one for behavioral needs.

Methods of Instruction

Christ St. Peter takes a preventative approach to increase academic achievement in students who struggle in the form of an RTI (Response to Intervention) system. Within RTI, layers of instructional tiers are created to meet and remediate each students needs. Students are provided with an excellent interactive general educational curriculum. Progress of benchmarks is monitored. Students' needs are identified within the classroom and small group instruction within the regular curriculum occurs. When sufficient growth is not demonstrated, more intense intervention occurs in a small group setting. A school based Instructional Services Plan is developed to outline goals, specific services and programs to be put in place to support students' learning. Research-based interventions are employed with an intentional focus on literacy or math skills. Leveled Literacy Intervention, LLI, is one of the many programs that are used to address academic needs.

Students may participate in one or more of several programs within the school. All services are targeted at being as inclusive as possible using one to one, small group, pull-out, and push in instructional methods. Student with current IEP/Service Plans may be served immediately within the continuum of special needs services. An ISP is developed to implement goals within these plans. The school has an embedded ESL program, Special Needs Resource teacher, and two Title I teachers, all offering different intervention approaches depending on the students' level of need and support. The instructional needs of students with disabilities may be approached through inclusive instruction, differentiation, small group intervention, one to one instruction, small group functional /alternative programming or a combination of these options.

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Christ St. Peter Lutheran School – Special Education Profile (cont.)

The school also provides behavioral services with student within a positive behavioral interventions and support (PBIS) system. Teachers take a preventive approach to behavioral needs by providing a structured instructional environment, solid routines, use of positive environmental reinforcers, and a disciplinary approach which is supported by relationship building, individual reasoning and student accountability. A Behavioral Intervention Plan (BIP) may be developed for the individual student who are in need of more support. Within class plans, out of class counseling, and engaging community resources in the form of day treatment may be part of their plan.

At the current time, MPS provides related services for speech and language at the K4 and K5 level.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Director of Special Programming

BS, Elementary Ed., M.Ed. – Special Ed Certification in Cross Categorical Education, WI License-1) Elementary/Middle School- 2) Emotional Behavioral Disorders,

ESL Teacher BS, Elementary Ed.

WI License Elementary/Middle, TESOL Certified

Special Education Teacher

BS, Elementary Ed.

Title I Teachers

BS, Elementary Ed. – WI License, Elementary/Middle School Certification

Additional services Provided By Milwaukee Public Schools

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Community Christian School of Baraboo – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Community Christian School of Baraboo's special education program is in development as of the 2020-21 school year, the first year of the school's participation in the Special Needs Scholarship Program. The most recent individualized education program (IEP) or services plan will be implemented, as modified by agreement between the school and the parent(s) of the special needs student. The modified IEP or services plan will guide instructional methods. Examples of potential instructional methods to be used include lecture, demonstration, discussion, inquiry and discovery, games, recitation, role playing, simulation, cooperative learning, brainstorming, and digital technologies. General education teachers may provide instruction and interventions that align with the student's individualized education program or services plan.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All general education classroom teachers at CCS have, at a minimum, a bachelor's degree in their area of teaching from an accredited college or university. All special education teachers will be required to meet this standard. General classroom aides and special education aides will be required to have earned, at a minimum, a high school graduation diploma or equivalent.

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Concordia Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Concordia Lutheran School exists for the purpose of “Bringing Christ and excellence in academics to our children for life and forever”. The aim of this ministry is to assist parents:

1. In helping their children grow in the love and knowledge of Christ, their Savior;
2. In giving their children a Christian education and training according to the Word of God, for daily living in service to God and their neighbor; and
3. In further equipping their children with the necessary knowledge and skills so they may become useful members of society.

EDUCATIONAL ENVIRONMENT

Students receiving special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities who are educated in the least restrictive environment show higher self-esteem, increased motivation, improved socialization and communication skills, and greater academic achievement than those in a segregated, or more restrictive environment.

As the school grows its special needs capabilities, faculty and staff will participate in ongoing professional development to continue to enrich the educational environment for all students.

METHODS OF INSTRUCTION

The most recent individualized education program or services plan will be implemented, as modified by agreement, between the school and parent of the special needs student. In addition, related services not included in the individualized services program or services plan will be outlined and agreed upon by the school and parent. This program, plan, or related services outline will guide instructional methods.

General education teachers will provide instruction and interventions that align with the student’s individualized education program or services plan. Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Interventions will be tailored in a fashion guided by student responses and

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Concordia Lutheran School – Special Education Profile (cont.)

progress. Instruction and approaches are regularly adjusted according to evidence of success with regard to each child.

Whenever possible, students receiving special education services will remain with their peers. The classroom teacher, special education staff and administrator determine the services that are needed for the child. The nature, extent, and location of services will be tailored to the unique needs of the child.

INSTRUCTIONAL MATERIALS

Students who receive special education services utilize textbooks and supplementary materials used in the general education setting. These materials may be augmented by materials that provide information at a reduced language and/or reading level as determined by individual needs.

Curriculum development in areas of support for students with disabilities will be accomplished through collaboration with the classroom teacher, special education staff and school administrator. Student specific practice activities and materials may be developed and utilized to reinforce specific skill sets. The school team will tailor materials to meet individual needs to the best of the school's ability and in consultation with parents.

ASSESSMENT

Both formal and informal assessments are used in determining student progress. The specific evaluation tools that are administered depend on the nature of the disability and the student's age and grade level.

Students with disabilities will participate in the state assessment program (grades 3 – 8) unless otherwise indicated in the IEP or service plan. These assessments may be administered with or without standard accommodations.

The general education (classroom) teacher, special needs staff, instructional assistants, or proctors may administer assessments. The classroom teacher will be responsible for interpreting and communicating the results of assessments to parents. Teachers use assessment data to make instructional decisions and monitor IEP or service plan progress. Assessments conducted during the year will be shared with the parent at the quarterly progress report.

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Concordia Lutheran School – Special Education Profile (cont.)

In order to provide the best service possible it is the school's expectation that parents will include the school's special education team and administrator on the IEP team for evaluation or review.

RIGHTS

Students enrolled in the Special Needs Scholarship Program will receive the following documents which outline the rights of the participating student and their parents:

- Comparison of Rights of Students with Disabilities and their Families under State and Federal Education Law and Under the Wisconsin Special Needs Scholarship Program
- Concordia Lutheran School Parent/Student Handbook
- Procedural Safeguards Notice

All special education services are contingent upon an agreement of services plan which is signed by the parent and school administrator. Students who do not have a signed agreement may not be served.

For additional information, please contact Mrs. Jeannine Klein, Special Needs Scholarship Program Administrator at 262-884-0991.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

STAFFING

The following staff members may provide instruction and support for students with disabilities as outlined in their agreement of services plan:

General education/classroom teachers

- plan and implement the instructional program, in collaboration with the administrator and special education staff
- monitor student progress and direct activities of instructional assistants (aides, other support staff, etc.) who work the students
- possess a bachelor's degree or beyond from an accredited university or college

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Concordia Lutheran School – Special Education Profile (cont.)

Special education staff

- are part of a collaborative special education team working under the direction of the administrator to provide academic, emotional and developmental support to all students as may be needed. This team may include outside consultants as deemed appropriate.
- work in collaboration with the general education/classroom teacher to adjust curriculum and instruction to meet individual needs
- may teach select lessons in a smaller group setting or one-on-one as the needs of the child or IEP dictate
- will possess or be in the process of obtaining certified training in special education

Instructional assistants

- perform teaching-related activities and non-teaching assignments at the direction of the administrator, classroom teacher and/or special education staff
- may teach select lessons in a smaller group setting or one-on-one as the needs of the child or IEP dictate
- possess a high school diploma or its equivalent

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Coulee Christian School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Coulee Christian School exists to intentionally and lovingly equip students to live life on the EDGE--Educated, Driven, God-Centered and Engaged.

The dedicated staff at Coulee Christian School is able to provide programs and services that support students with learning challenges as well as some identified special needs such as ADHD, Learning Disabilities, mild cognitive disabilities along with some mild emotional, behavioral and other difficulties. At Coulee Christian School, most accommodations for students with special needs are made by the classroom teachers. These accommodations are made based upon a written Accommodation Plan designed by the resource room teacher with input from teachers, parents, school psychologists, formal assessments and the student. Alternate or shortened assignments, audio books, iPads and specialized apps to assist with writing needs, extra time, differentiated learning, assistance organizing, and test reading are typical accommodations at Coulee Christian School.

Coulee Christian School has an Academic Support Center staffed by a resource room teacher with a special needs background. This teacher can provide individualized attention to students in the school's resource room classroom. This classroom provides a separate space in which students with special needs can work with the resource room teacher. This room also provides an alternate space for students who need extra time or a quiet place to complete classroom work or to meet emotional or behavioral needs. Activities of students in the resource room are guided by a student's classroom teacher/s.

Coulee Christian School's facility is not completely wheelchair accessible. Therapeutic services may be provided through outside resources or through West Salem School District.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Classroom teachers will provide instruction and direct accommodations for students with special needs based upon teacher and parent input, and information provided in a student's Individualized Education or Service Plan. Monitoring of student progress is led by the classroom teacher. Extra support for students may be provided by the resource room teacher or by an educational assistant under the direction of the

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Coulee Christian School – Special Education Profile (cont.)

classroom teacher or student services director. All classroom teachers have a bachelor's degree or beyond from an accredited university or college and are certified by the Association of Christian Schools International.

The resource room teacher works under the direction of the classroom teacher, administrator and student services director to provide support to students with special needs according to their Accommodation Plan. Support may be provided by outside consultants and therapists as well. The resource room teacher has a bachelor's degree in special needs and advanced training in meeting the needs of individuals in an educational setting. The student services director has a M.Ed. in Curriculum & Instruction, experience with special needs students and classroom teaching experience.

Educational assistants may work with students in the classroom, in a smaller group setting or one-on-one to support a student's needs. Direction for this instructional time is provided by the classroom teacher or student services director. All educational assistants possess a high school diploma or its equivalent at a minimum.

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Cross Trainers Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Cross Trainers Academy is committed to providing quality educational services to all students, including students with special needs. Throughout the history of the school, we have worked to meet the needs of students with learning disabilities, emotional disabilities, speech and language impairments, and other health impairments.

The staff at Cross Trainers Academy works diligently to support students with special needs in a number of ways. Our class size is intentionally kept low so that our classroom teachers can identify and meet the needs of each individual learner, making modifications when needed. We also have educational assistants to support the learning that takes place, working intentionally with struggling students on targeted interventions. The following services are available to students with special needs:

- Qualified Teachers to modify curriculum and/or provide replacement curriculum instruction and/or in-class supplemental academic and behavioral support
- Resource Teachers to provide targeted instruction in areas of identified need
- Learning support teachers to supplement the classroom instruction that takes place in Math and Reading.
- A Certified Guidance Counselor to work on specific emotional and behavioral approaches for students
- A Licensed Therapist Consultant to work with students who are struggling with social, emotional and/or behavioral issues and to provide guidance to our educational staff

For each student formally identified by MPS (Milwaukee Public Schools) with an IEP (Individualized Education Plan), Cross Trainers Academy develops and implements an individualized “CTA Service Plan” for each student with special needs, outlining goals and services for each identified student.

Milwaukee Public Schools currently provides special education services under a Service Plan at Cross Trainers Academy for students who qualify. The following areas are served:

- Speech and Language Services in grades K4 & K5 (30 minutes/1 time per week)

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Cross Trainers Academy – Special Education Profile (cont.)

- Significant Developmental Delay services in grades K4 through age 9 (30 minutes/2 times per week) are added to the MPS waiting list for private schools.
- Specific Learning Disability services in grades 3 through 6 (45 minutes/1 time per week) are added to the MPS waiting list for private schools.

Cross Trainers Academy currently provides special education services under a “Modified Service Plan” for students who qualify for an IEP (Individual Education Plan) or receive serves in accordance with a Services Plan from MPS. The following areas are served:

- Additional Speech and Language Services in grades K4-12th grade (30 minutes/1-2 times per week)
- Small group or one-on-one Resource Teacher support with intensive reading instruction
- Learning Support Services in Reading and Math

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Staff Qualifications

Coordinator of Student Services – K4-12th grade

BA – Bachelors of Arts Degree

Wisconsin State Teaching License

Teaching Experience

Administration Experience

Resource Room Teacher – K4 – 12th grade

BA – Bachelor of Arts Degree

BS – Bachelor of Science Degree

Teaching Experience

Resource Room Teacher – K-12th grade

BS – Bachelors of Science Degree

Wisconsin State Teaching License

Special Education Teaching Experience

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Cross Trainers Academy – Special Education Profile (cont.)

Two Learning Support Reading/Math Teachers – Grades K5-12th
BS – Bachelors of Science Degree
Wisconsin State Teaching License
Teaching Experience

School Therapist Consultant
BS – Bachelors of Science Degree
State Licensed

School Counselor
MA – Masters of Arts in Education
BS – Bachelors of Science Degree
Administrative Experience

Dean of Culture (Success/Behavioral Plans)
College Focus: Music
School Culture/Behavior Management Experience

Speech and Language Pathologist
Masters of Science in Speech/Language Pathology
American Speech Hearing Association Certificate of Clinical Competency
Medical License with the Department of Safety and Professional Services for the State of Wisconsin
Wisconsin State Teaching License
Teaching experience

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Crown of Life Christian Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Crown of Life Christian Academy will provide special education accommodations and services to students who have special needs. All students will participate in the general education courses through our mainstreamed classrooms. Students are then given accommodations by the general education teacher according to their individual needs. Accommodations include, but are not limited to a variety of methods of instruction, in-class support, one on one academic intervention all to help each individual child achieve their goal.

Crown of Life Christian Academy will also offer speech and language, OT and PT support to those students who qualify with speech and language, OT or PT impairments; services will be in accordance with the student's IEP or services plan.

Examples of these modifications can include, but are not limited to, allowing students to use adaptive materials such as scissors, writing utensils, and technology in place of traditional implements. Teachers may also allow for written, typed or oral lessons. Teachers incorporate modified assignments such as shortened assignments and videos in lieu of in-person assignments. Students may have the option of alternative seating and use of the elevator for mobility as needed. Adaptations for testing will also occur as needed. Students will be allowed longer time periods for taking tests and may do some sections orally in a one on one situation with a proctor. Separate settings for work and assessments are provided as needed.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Crown of Life Christian Academy will ensure that a licensed speech and language pathologist will provide the speech services, a licensed occupational therapist will provide the needed occupational therapy, and a physical therapist will provide the needed physical therapy.

All general education teachers at Crown of Life Christian Academy hold a minimum of a Bachelor's degree. In addition, we have teachers who hold the following:

- Masters Degrees in Curriculum and Instruction
- Masters Degree in Education with an Emphasis in Leadership
- Wisconsin State teaching License
- Masters Degree in Speech and Language Pathology

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Divine Redeemer Lutheran School – Hartland – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Divine Redeemer believes that it's important to have mainstreamed classrooms for students who have special needs as they are able to learn classroom and social skills from their peer groups. With the monies from the Special Needs Scholarship Program we were able to hire a Resource Room teacher. This teacher meets with students with special needs either on a one to one basis or in small groups. She also writes academic plans for those students with special needs listing the accommodations needed in the classroom. Accommodations are administered by the classroom teacher. All of the teachers at Divine Redeemer have made accommodations for various students at one time or another. Speech and language services are provided on campus through the local public school district. This year we hired an additional speech therapist to serve the needs of our students. A variety of math classes are offered in the middle school to match students with their skill level.

The Accelerated Reader program is in wide use in our school. Classroom and library books are labeled with their reading level so students can read at an appropriate level thus providing differentiated instruction. This program allows for books to be read to them or read independently without penalty.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

It is a requirement at Divine Redeemer that teachers be fully licensed by the state of Wisconsin and maintain their license. All teachers hold a minimum of a Bachelor's degree. In addition, we have teachers who hold the following:

1740 - Psychology (Grades 1-6)
1316 - Reading Teacher, this teacher also earned a doctorate in literacy in May 2018
1395 - English as a Second Language (PK - Grade 9)
Guidance Counselor
Title One Math teacher experience
Gifted & Talented experience
Early Childhood Special Education Experience

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Divine Savior Catholic School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Mission: Divine Savior exists to provide a high quality, personalized Catholic education that will enable students to walk in the footsteps of Christ, develop lifelong learning skills, and to value prayer, knowledge and service to others.

Educational Environment: Students receiving special education services will receive such service in the least restrictive environment with the non-disabled peers.

We network with outside professionals to provide the best possible supports for students who require additional assistance or programming, and we challenge ourselves to continually learn more about our profession and our students so that they excel. We have a commitment to ongoing development as professionals.

Methods of Instruction

Divine Savior Catholic School will meet with the parents of special needs students who have an Individualized Education Program (IEP) or Service Plan (ISP). They will modify the plan through agreement, which may also include any additional services not outlined in the plan that are available and may benefit the student.

All staff that works with the student will use the modified plan to guide instruction. Push-in and pull-out services may be used to attend to the special needs of the student. Interventions will be employed as needed. Instruction and the teaching approaches with the student will regularly be adjusted according to the student's response, progress and success. The nature, scope and location of services will be fashioned to attend to the unique needs of the child. Wherever possible, the student will remain with his or her peers.

Instructional Materials

Students with special education services will use textbooks and materials also in use in the general education classroom. Other materials and specialized equipment may also be used to augment instruction, as determined by the administrators, special education professionals and classroom teacher. The team will also collaborate to develop and tailor select curriculum and materials that are best suited to the student's ability, in consultation with the student's parents.

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Divine Savior Catholic School – Special Education Profile (cont.)

Assessment

Formal and informal assessments will occur regularly to determine student progress. The assessment tool used will depend on the student's special need, age and grade level.

Special needs students will participate in state assessment (gr. 3-8), unless the modified IEP or ISP states otherwise. These assessments may be conducted with or without accommodations.

Teachers and special needs staff will administer assessments and communicate results to parents. The team will consult with the assessment data to make instructional decisions and to monitor progress. All assessments will be shared with parents during quarterly reports.

Instructional Staff

Divine Savior Catholic School has a team approach to assist students with special needs. The team may include administrators, general education classroom teacher, resource education professional, instructional aides and professional therapists as needed for specialized speech and language, occupational and physical therapy.

II. **Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

The school will outsource speech and therapy services as needed. These services will be provided by licensed teachers having earned a minimum of a bachelor's degree from an accredited college or university. The school also plans on hiring a part-time special education resource teacher who will also be required to have a bachelor's degree from an accredited institution. The licenses will correspond to the service being provided (i.e. speech).

All current teachers at all grade levels as well as the academic aide have bachelor degrees from accredited colleges and universities. All teachers have elementary, special ed, or subject specific licenses issued by the State of Wisconsin.

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El Puente High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

At El Puente High School, we believe that ALL students can learn. We offer a safe and inclusive Special Education program. Our program is small so that we can get to know each student on an individual level. In addition to staff developing strong relationships with students, our foundational statements set an expectation of respect towards all staff and students. This expectation is consistently enforced daily, as well as revisited throughout the year in classrooms and assemblies. We also utilize PBIS tools and strategies, which promote a sense of belonging and family in our school. A variety of inclusive after-school activities are provided to further develop this sense of belonging for all students.

El Puente High School staff does everything we can to be sure that students come to school. If a student is not in attendance, we make phone calls, send letters, and make home visits. Our program offers a structured routine to students. Students know what to expect at the school level as well as the individual classroom level. We offer a bell schedule and each classroom follows a routine instructional pattern and curriculum design format to provide structure. Accommodations are made for students who need additional instructional aides, such as daily organizers or daily behavior reports.

We are committed to scientifically based instruction, and we have a school-wide approach to literacy. Our entire staff of highly qualified teachers is involved in using the Response to Intervention multi-tier approach to supporting students with learning and behavior needs in our blended classrooms. All of our classes provide differentiation and ongoing student assessment. When a student is not making adequate progress in the regular classroom, we provide increasingly intensive instruction based on individual needs. For each individual that qualifies for the SNSP, we will design a plan that will include accommodations and modifications that take into account their individual needs. This support is in addition to regular classroom work and could include an individual tutor, a small group setting, extra time on assignments, etc. Our entire staff will meet to discuss student learning, behavior concerns, positive mentions, and possible cross-curricular interventions or strategies. The staff will also brainstorm positive behavior supports to help decrease problem behaviors in individual students.

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El Puente High School – Special Education Profile (cont.)

Along with student supports, our curriculum incorporates many different components that help to develop feelings of self-worth in students. Staff models and reinforces desired behaviors, cultivating a community of learning and respect amongst all students on a daily basis. We also provide social work services as needed. Social skill training is offered sometimes in classes and other times to individuals when the need occurs. Small size classes offer developmentally appropriate instruction and the use of individual tutors where needed. Remedial interventions are offered as needed. Graduating students are offered guidance in developing a transitional plan that may include vocational guidance, finding a post-secondary program that suits their needs, job training, or college planning.

We provide both breakfast and lunch to all students on a daily basis. In addition, we offer only healthy food and drink options in our vending machine. Both Health and Physical Education courses are offered in our curriculum. We also address individual physiological needs on a case by case basis. Students are very aware that the staff is here to help, so quite often they will ask for assistance when a physiological need arises. The importance of good health, rest, and the like is addressed through school assemblies or in individual classrooms as well.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Director

Degrees: B.S. English Education EA-A, B.A. Women's Studies

License:

1300 English

Special Education Coordinator

Degrees: M.S Educational Leadership, B.S. Mathematics

Licenses:

1400 6-12 Mathematics

1610 6-12 Chemistry

5010 Director of Instruction

5051 Principal

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El Puente High School – Special Education Profile (cont.)

Science Teacher

Degrees: Master's Degree in Curriculum and Instruction, Bachelor's Degree in Broad-field Science

Licenses:

601 Broad-field Science 7-12

635 Earth and Space Science 7-12

952 Alternative Education Program

Science Teacher

Degrees: Bachelors in Physics and Alternative Education

Licenses:

T001 – Lifetime Teacher Early Adolescence-Adolescence

1952 - Alternative Education

1625 - Physics

Title I Teacher

Degrees: Bachelor of Arts: German (major), Mathematics (minor), Master of Arts:

Literacy & ESL

Licenses:

1316 - Reading Teacher: Early Childhood - Adolescence

1395 - English as a Second Language: Early Childhood - Adolescence

1370 - German: 6 - 12 Grade

1400 - Math: 6 - 12 Grade

English Teacher

Degree: Bachelor's Degree, Special Education, Cross Cat. EBD and CD/ID

License:

T910 - Short Term Substitute License

English Teacher

Degrees: Bachelor's of Science in English Education

Licenses:

T001 – Teacher Early Adolescence-Adolescence

1300 - English

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El Puente High School – Special Education Profile (cont.)

Social Studies Teacher

Degrees: Bachelor of Science - Social Studies Education EAA

Licenses:

T001 – Teacher Early Adolescence-Adolescence

1701 - Broad Field Social Studies

1725 – History

1735 - Political Science

1740 - Psychology

Social Studies Teacher

Degrees: BA - History 1987 Illinois Wesleyan University, MA - Education 2015 Carroll University

Licenses:

T001 – Teacher Early Adolescence-Adolescence

1701 - Broad Field Social Studies

1725 – History

1735 - Political Science

1745 - Sociology

Math Teacher

Degrees: Bachelor of Business Administration - Major: Finance

Post Baccalaureate in Mathematics Education EEA and Bilingual-

Bicultural Education. Bilingual English-Spanish Fluent (Native speaker)

Licenses:

1023 - Bilingual-Bicultural Education

1400 – Mathematics

SNSP Paraprofessional

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***Emanuel Lutheran School – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Emanuel Lutheran School is committed to providing a high quality, Christ-centered education to all students. Emanuel will make reasonable modifications to the educational program and practices, and procedures when necessary, to allow your child to participate in all aspects of the classroom. The Emanuel student services team, administration, classroom teacher and parents will develop an appropriate education plan for each student utilizing the Special Needs Scholarship. This may include varying the methods of instruction, additional instruction, accommodations in the classroom, as detailed in the service plan, which both the school and parents agree upon before a child starts services at Emanuel.

Services for students at Emanuel may include:

- Speech/Language therapy
- Title 1 services
- Small group instruction
- Accommodations in the classroom
- Modifications to curriculum

All Title 1 and Speech/Language Therapy services are provided through the School District of New London.

Currently, Emanuel Lutheran School does not provide nursing or medical staff, physical therapy or occupational therapy services, nor do we offer part-time one-on-one instructors or educational assistants.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All of our full time and part time teachers hold a minimum of a Bachelor's degree in Education from an accredited institution of higher learning. On staff we also have teachers who hold the following:

- Wisconsin State Teaching License
- Master of Science in Early Childhood Administration
- Master of Science in Elementary Education
- Master of Music
- State licensed social worker

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Faith Christian School – Coleman – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Faith Christian School (FCS) exists to help children grow, be filled with wisdom and become strong while receiving a quality Christian education from experienced educators. FCS makes reasonable modifications to the educational program and pedagogy to ensure that each child receives the best education experience possible based on his or her individual needs. While modifications are made, most fit within the regular classroom setting. The modifications may include: classroom accommodations, learning expectations, methods of instruction (this includes differentiated instruction, for example: use of manipulatives/technology, one on one instruction, adaptation of spelling lists/reading assignments, and hands on learning experiences to name a few) and additional instruction in and out of the classroom as detailed in the education plan that both the school and parents agree upon before a child is enrolled at FCS. Parents of a student with special needs are encouraged to speak with the principal/administrator about whether the school is able to appropriately serve the needs of their child. All special needs services are contingent upon an individualized educational or service plan which is modified, agreed upon and signed by the parent and Faith Christian School's administrator. Students who do not have a signed agreement will not be served. After enrollment, a team of stakeholders, which could include student, parents, special educators, classroom teachers, and school administration, will meet in order to discuss/make modifications to the student's most current IEP/Services Plan. At FCS we believe that all children matter to God and are made in His image. Each child's uniqueness holds a key to their purpose and success in society.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

B.A.s in Elementary Education, Early Childhood Education, and Liberal Studies: Teacher Education. Wisconsin Teacher License.

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Fox Valley Lutheran High School - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Fox Valley Lutheran is committed to serving students with various needs including students with special education needs. Fox Valley currently serves students with autism, other health impairments, specific learning disabilities, emotional behavior disabilities and speech/language impairments.

Fox Valley Lutheran addresses the needs of both those students who have gone through formal testing and have been identified with a special education need(s), as well as students who have not. Students who have special education needs as well as students who fall 2 or more grade levels below their peers academically have access to the following supports:

- Modified Individualized Math courses presented in a small group
- Modified English Language Arts courses
- 1 or 2 Small Group Guided Study Hall(s)
- In class support as needed in regular education classes
- Re-teaching
- Support in study skills
- Support in organization
- In class Individual accommodations met as documented in paperwork
- Testing accommodations provided as documented in paperwork
- Access to individual counseling with Christian Family Solutions trained counselors

Fox Valley Lutheran works with students with IEP's (Individual Education Plans) and/or ISP's (Service Plans). Students with services plans receive monitoring services monthly or quarterly by Appleton Area Public School. Students with a speech/language disability are serviced weekly, bi-weekly, or monthly as indicated in their services plans. Families of students with IEP's will work with Appleton Area School District to adopt the IEP into Service Plans. Fox Valley Lutheran then carries out the services documented in the services plans.

In addition: The public school provides diagnostic specialists including but not limited to: school psychologists, special education teachers, speech and language pathologists, and social workers who evaluate and/or re-evaluate students on an individual basis at FVL to determine if they meet criteria for a disability, if they need Special Education Services, and work with FVL to draft Service Plans.

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Fox Valley Lutheran School – Special Education Profile (cont.)

The public school will partner with FVL to ensure the students' needs are being met, as well as share recommendations and services parents can utilize in the community. The public school works with FVL to come up with appropriate accommodations that are monitored by the public school and carried out by FVL.

Fox Valley Lutheran also serves students with 504 plans. 504 plans are documents that do not require tracking by the public schools, but document proper accommodations and modifications for each individual student. These plans can be updated/adjusted as needed with agreement between the Director of Student Services and parents.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

9-12 Special Education Teacher
BS in Education - Cross Categorical Special Education
Crisis Prevention Intervention Certificate
Teaching Experience 7 years

9-12 Regular Education Teacher
BS in Education - PreK – 21
MS in Education - Elementary Education 1-6
Certified Reading Teacher PreK – 21
Certified TESL Teacher
Teaching Experience 26 Years

Elementary Education with Mathematics
BS in Education
Teaching Experience 5 Years

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Good Shepherd Evangelical Lutheran School – West Bend – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Good Shepherd enjoys the services of a full time special education teacher. Our teacher is Ms. Patricia Holem. Patty holds a current license in special education.

Patty provides services to students in our 4k - 8th grade programs. She utilizes pull-out programs for many of the students and works with them individually or in small groups. Patty also provides services to our teachers by helping make necessary accommodations in the classroom to meet the needs of these students.

At the present time Patty provides services to approximately 25% of our student body. However, only a fraction of these students have an active services plan.

Good Shepherd also enjoys the services of a full time school counselor. Our school counselor is Mrs. Kristen Kapler. Kristen helps numerous students with social and emotional issues. She utilizes small group instruction, whole class instruction, and individualized instruction. Kristen also works with teachers in designing classroom accommodations for students who require them.

Good Shepherd provides additional assistance for primary grade students. Mrs. Nichole Gibson works with primary grade students to improve their math skills. Nichole utilizes whole class, group, and individual instruction and enhances instruction with appropriate technology.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Ms. Patricia Holem holds Wisconsin state licenses for Learning Disabilities (PK - 12); Elementary/Middle Level Education (K - 8); and Emotional Behavioral Disabilities (PK - 12). Patty received her Master of Education degree from National-Louis University on August 31, 2000.

Mrs. Kristen Kapler holds a Wisconsin state license as a school counselor. Kristen received her master's degree from Concordia University, Mequon.

Mrs. Nichole Gibson earned a bachelor's degree in education from Martin Luther College, New Ulm, Minnesota.

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Granville Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP/Services Plan (ISP). This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student's most current IEP/ISP. They will utilize or modify the current IEP/ISP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school's website or can be picked up at the school.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental services.

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Heritage Christian Schools – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Program Summary:

Heritage Christian Schools will provide services to students with mild to moderate learning disabilities or needs. Heritage examines IEPs for students interested in the school and provides a comparison between the IEP and the services the school is able to offer in service of that IEP. These services may include one-on-one or small group intervention by teachers employed in the school's educational support services (ESS) department, in class support from both the classroom teachers and ESS personnel, and intervention in basic reading skills using the Wilson Language System which is based on the Orton-Gillingham method. HCS also offers a Title 1 intervention program at both campuses in cooperation with the New Berlin Public Schools.

Student Success Plans:

All students receiving services through the Special Needs Scholarship Program receive an individualized success plan. This plan outlines the student's areas of need and specifies the actions to be taken by support services personnel, the classroom teacher, parents, and the student to promote the student's academic success. These actions include both interventions designed to raise the student's skill level in a particular area of academic need and accommodations to minimize any negative impact that the student's disability would otherwise have on their classroom performance. Interventions are combined with a measurable goal so that student success can be tracked and adjustments can be made as needed.

Assessment:

As a student begins receiving support through the Educational Support Services program the school evaluates the student's academic records and completes any testing needed to gain a full understanding of their needs. These needs then dictate the goals and accommodations included on the student's success plan and are assessed periodically to monitor progress. The assessment used is dependent upon the best fit for the student's need.

Intervention:

Our goal is to design a program that is a custom fit to the specific needs of each student. In doing so, we will pull from a variety of resources including the Wilson Language Systems. However, it is always the needs of the student and not the sequence of a curriculum that dictate the intervention a student receives.

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Heritage Christian Schools – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Educational Support Services Director

Mr. Eric Schroeder, Educational Support Services Director: M.S. in Education;
Wisconsin licensed teacher, trained in Orton Gillingham based reading intervention
with the Children's Dyslexia Center of Milwaukee.

The department is staffed by educators with Bachelor's and/or Master's Degrees as a
requirement for teaching.

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High Point Christian School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

High Point Christian School is committed to excellence in all things, including providing a learning environment in which God's Word and His truths are an integral part. We provide Christ centered services and program for students with learning differences as well as some identified special education needs such as: attention issues, autism, speech and language, OHI, as well as some emotional and behavioral difficulties. Our goal is to provide these services to prepare students to maximize their God-given academic, spiritual, emotional and social potential both in school and the community.

Students are included in the regular education curriculum as much as possible. Additional support and/or remediation is provided for students by classroom teachers. The methods of instruction used may include: one-on-one intervention, small group intervention, differentiating assignments/homework, and/or providing extra time on quizzes/tests.

The most recent individualized education program or services plan will be implemented and/or modified by agreement, between the school and parents. In addition, related services not included in the plan will be outlined and agreed upon as well. The program, plan or related services outline will guide instructional methods.

As our school expands its resources to be able to provide additional services to students and families, faculty and staff will participate in ongoing professional development to enrich the educational environment for all students.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The following staff may provide instruction and support for students with disabilities as outlined in their individualized education or service plan:

General education/classroom teachers

Plan and implement the instructional program, along with the administrator and special education staff. Monitor student progress and direct activities of instructional assistants (aides, support staff) who work with the students.

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High Point Christian School – Special Education Profile (cont.)

Director of Student Academic Services

BS-Education, Special Education, Cross Categorical, Grades K-12

Masters in Educational Administration

Masters in Special Education

Reading Teacher-316 license

May teach lessons in smaller group settings or one-on-one as the needs of child or IEP/service plan dictate

Work collaboratively with the general education teachers to adjust curriculum to meet individual student needs

Work collaboratively with team to provide academic, emotional and developmental support to all students as needed. This team may include outside consultants/service providers as needed.

Outside agencies we partner with:

Aspire Therapy and Development Services, Verona WI: the team at Aspire is able to conduct screeners and evaluations as well provide speech, language, occupational and physical therapy services to students within our school setting. All Aspire therapists are licensed, insured and active in continuing their education.

ACT- Achieving Collaborative Treatment, Verona, WI: the team at ACT provides behavior analytic services to individuals with autism and their families using ABA- Applied Behavior Analysis. They are able to conduct diagnostic evaluations and assessments to determine if an autism spectrum diagnosis is appropriate for a child. They work with families and schools to design and implement an individualized plan for each student. The goal is help students develop independence in social skills, living skills and manage challenging behaviors. Clinicians are licensed and board certified and active in continuing their education.

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Hillel Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Bader Hillel Academy provides students with identified needs both academic and behavioral support in a number of ways including:

- Differentiation of the general curriculum by the general education teacher
- Differentiation, modification, and/or accommodation of the general education curriculum by the general education teacher in conjunction with a learning specialist and/or the learning coordinator
- Pull-out remediation for reading up to 90 minutes a week by the reading specialist
- Pull-out remediation for reading up to 2 hours a week by Title I
- Push-in support by the learning specialist
- Paraprofessional support (classroom)
- Speech services up to 60 minutes a week (provided by the local educational agency)
- School Psychologist on staff 2.5 days a week
- Use of individual positive behavior systems
- Use of universal proactive behavior strategies (classroom and/or school)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Teacher Qualifications:

- Learning Coordinator-- Masters in Special Education; Licensure in Cross Categorical Special Education
- Learning Specialist-- B.S. Elementary Education; Licensure in Cross Categorical Special Education; Licensure in Reading/Language Arts Teacher
- Reading Specialist-- B.S. in Elementary and Special Education; Masters in Curriculum and Instruction
- Title I Teacher-- Masters in Reading and Learning Disabilities; 1316 Reading Teacher, early elementary – adolescence
- School Psychologist-- Ph.D. in Psychology
- Paraprofessional(s)-- B.A.

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Holy Family School – Whitefish Bay – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

General Services: Individualized educational services and behavioral interventions based on principles of applied behavior analysis

- Implement the child's most recent IEP or services plan, as modified by agreement between the private school and the child's parent, and related services agreed to by the private school and the child's parent that are not included in the child's individualized education program or services plan. The parties will regularly review this plan and revise or update as appropriate given the child's progress and need.
- In accordance with Wis. Stat. § 115.7915(i) and Wis. Admin. Code § PI 49.12 provide quarterly reports to parents, using the form provided by the department, that describe the implementation of their child's IEP or services plan, as modified by agreement between the school and the child's parent, and the pupil's academic progress. In addition, consultant shall provide regular graphic representations of progress to parent during a monthly meeting with the Behavior Analyst and/or Educational Liaison. During this meeting, the services provided will be described as well as the student's progress and response to the services.
- Utilize principles of ABA including but not limited to instructional strategies such as: strategic use of reinforcement schedules, discrete trial teaching, natural language paradigm, errorless learning, prompting and prompt fading, shaping, Direct Instruction curricula, Sequenced Curricula, video modeling, task analyses, and programming for generalization.
- Modify regular education assignments based on individual learner abilities and goals.
- Implement program modifications as directed by Instructional Liaison or Board Certified Behavior Analyst (BCBA).
- Assist in preparation and maintenance of instruction materials.
- Assist in supervision of student as assigned tasks in classroom during normal duty hours.
- Collect data and record notes in designated student program notebook.
- Supervise student and promote interaction in a variety of situations under the jurisdiction of certified staff.
- Provide direct support and training of staff and teachers (when warranted).
- Provide direct coaching of peers as appropriate.

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Holy Family School – Whitefish Bay – Special Education Profile (cont.)

- Provide report card in conjunction with certified teacher(s).
- Collaborate with School staff
- Collaborate with Home staff
- Collaborate with Home staff to provide non-academic treatment in this community setting as appropriate as directed by BCBA

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Current Educational Liaisons:

Principal of Holy Family School

Amy Kern, Bachelor Degree Elementary Education, Master Degree Curriculum and Instruction, Master Degree in Educational Leadership

Teachers at Holy Family School

Angie Gehred, Bachelor Degree Elementary Education

Joy Ebersole, Bachelor Degree Elementary Education

Michele Vorlop, Bachelor Degree Elementary Education

Kristen Kien, Bachelor Degree Elementary Education

Margaret Hessel, Bachelor Degree Elementary Education

Ben Johnson, Bachelor Degree Elementary Education

Chris Wills, Bachelor Degree Elementary Education

Jenifer Herkowski, Bachelor Degree Elementary Education

Jamie Wahlen, Bachelor Degree Elementary Education

Director of The Center for Autism

Tamara S. Kasper, MS, CCC-SLP, BCBA

BCBA, Licensed Behavior Analyst

Amoa Childs: Master of Science Experimental Psychology, BCBA

Amanda Gonzalez: Master of Science Psychology, BCBA

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Holy Family School – Whitefish Bay – Special Education Profile (cont.)

Behavioral Therapists

Sydney Erdmann: Bachelor Degree Psychology, RBT

Paul Glaser: Bachelor Degree, Sociology

Allison Jung: Bachelor of Science in Community Engagement and Education, BCaBA

Noelle Perry: Bachelor Degree Sociology & Psychology

Emma Fiorita: Bachelor Degree Psychology

Erin Michelfelder: Bachelor Degree Education Studies

Amanda Pandl: Bachelor Degree Psychology

Behavioral Technicians

Micaila Ingram

Jamie Flannery, Bachelor Degree Psychology, pursuing Masters

Sarah Frazier

All staff meet the requirements to render services under Medicaid which includes passing caregiver background checks, and Center requirements of continuing education and supervised training in ABA.

All clinical staff BCBA, BCaBA, Behavioral Treatment Therapists/Technicians meet the requirements, which include passing Wisconsin Caregiver Background check, employment references, and Center requirements of supervised field training in ABA, continued advanced learning and complete trainings and demonstrate skill proficiency through The Center's workshops and training modules.

All Center employees are required to complete on an annual basis required trainings that include the Health Insurance Portability and Accountability Act (HIPAA training), Confidentiality, Mandated Reporting, OSHA, Incident Reports, Workplace Violence, CPR/First-Aid training, Ethics/Client Rights, Social Media, and Harassment training.

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Holy Ghost Elementary School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

McDonell Area Catholic School (MACS)

Our Mission: Committed to the formation of community, academic excellence and the spiritual and physical well-being of each student in the spirit of Jesus Christ.

Our Vision: We are the school of choice for an excellent Catholic faith based education within the Chippewa Falls area. We welcome all families to be a part of our school community no matter their faith or financial means. In partnership with our parents, we form the whole child in support of our values and mission. Our vision of the whole child consists of a lifelong learner, who upon graduation, is academically prepared for post-secondary education and career, grounded in relationship with Jesus Christ, balanced physically and emotionally, and actively engages as servant leaders in family, parish, and civic communities.

Method of Instruction: MACS serves students with special needs such as specific learning disabilities, speech and language impairments, mild cognitive disabilities, high-functioning autism and some medical needs that do not require nursing care. All students with special needs participate in the regular academic curriculum in the classroom. Teachers use a variety of teaching techniques to meet the needs of individual learners including differentiation, modifications, academic intervention, enrichment and individualized learning opportunities.

The current Individual Education Plan (IEP) or Service Plan (ISP) from the public school, modified and agreed upon between MACS and the parents of the student with special needs, is implemented in the regular classroom with the option for individualization in a small group or one-on-one setting with an interventionist. The current math and literacy curriculums include tier 2 and 3 level interventions allowing all students to pursue and succeed in the regular curriculum. Specialized programming is also available and may include literacy and math intervention using research-based supplemental materials such as Sound Partners, REWARDS, Foundations and others. The use of smart boards, iPads and chromebooks is integrated into all aspects of the curriculum. Technology is also available for individualized instruction.

Speech/Language therapy and Title 1 reading and math services are available on site, provided by qualified staff from the Chippewa Falls Unified Public Schools.

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Holy Ghost Elementary School – Special Education Profile (cont.)

Assessment: All students are evaluated at regular intervals throughout the year using district approved curriculum-based measures such as Easy CBM and/or NWEA MAP. Data from these evaluations is analyzed by teachers, specialists and the principal and used for making educational decisions. Students with special needs may be evaluated on a more frequent basis (bi-weekly or monthly) to ensure interventions are being successful. Additional academic modifications can be made based upon student progress.

Parents will receive quarterly progress reports. More frequent feedback to parents can be arranged as outlined on the agreed upon MACS Individual Service Plan.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The Student Support Services Coordinator, who will supervise all special education services, has a Master's Degree in Special Education and has a Cross-Categorical teaching license for grades K-12 from the Wisconsin Department of Public Instruction. The interventionist has experience and training in working with special needs students. All classroom teachers are licensed by the state of Wisconsin and most have advanced degrees and additional training in special needs. A reading specialist will be on staff at the elementary level. Two full time counselors, one at the middle school/high school level and one at the elementary school level are part of the educational team.

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Holy Rosary Catholic School – Medford – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

At Holy Rosary Grade School, we have two teachers with a special education degree, one with ECE Special Education and one with Elementary/Secondary Special Education. Both of these teachers have taught in the public-school setting and have chosen to teach here. We also have a reading teacher with a 316 license as well as a speech pathologist and a retired public-school reading teacher that works here 4 hours a week. We have two retired classroom teachers that help with our reading and math intervention programs.

Our building is on one main level and is completely wheelchair accessible. Our goal is to mainstream students into the regular classroom, using as many accommodations and modifications as necessary to provide an appropriate education.

Our students receive speech pathology from Mr. Ken Kraft who is on our payroll. Our classrooms have access to Smart Board Technology for usage throughout the school. Our Chromebooks have Snap-type application, voice-activation and over-sized stylus. Students are also provided with individual iPads to be used at school and home. These iPads have speech applications and are also used for reading and math intervention programs.

We use a variety of programs to enhance the learning of the children. We have All About Reading and Wilson Reading for our dyslexic children. These children receive 1-1 intervention time with a trained reading teacher. We have Scientific Learning programs that help with reading comprehension, decoding, and fluency in the area of reading. We also have an on-line math program that tracks the children and a teacher that works 1-1 for math help. We have also implemented Nessy, an on-line phonics game. We also use Learning Ally for those that need assistance with reading, this program reads the text to the child. These are just some of the interventions we use and we pride ourselves in working 1-1 to help our children grow in their academics.

Other devices and/or services include, but are not limited to: quiet corner for speech practice with one on one teacher, flexible seating, as well as areas in the classroom to work quietly. Additional time is given to student to accommodate their needs to complete their work. Teachers work together as a team to help those with special needs.

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Holy Rosary Catholic School – Medford – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students

T001 - Teacher Lifetime License Professional Educator - Viterbo University
T001 - Teacher Lifetime License Professional Educator – UW- Stout
T001 - Teacher Lifetime License Professional Educator – UW- Stevens Point
1316 - Reading Teacher (Early Childhood -Adolescence) UW-Stevens Point
1088 - Elementary/Middle Level Education - UW - Stevens Point
1809 – Early Childhood Special Education
T001 - Teacher Lifetime License Professional Educator
1211 - Child Services – F/CE
1216 - HERO
1830 - Emotional Behavior Disabilities
1811 - Specific Learning Disabilities
1810 - Intellectual Disabilities
1820 – Speech and Language Pathology
Teacher Assistant - High School Graduate

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Immaculate Heart of Mary Catholic School - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The SNSP program does not waive the financial responsibilities of attending Immaculate Heart of Mary School. Parents are expected to pay tuition and fees. Scholarship applications are available upon request.

Immaculate Heart of Mary Catholic School creates a faith-based Individual Learning Plan for each student that describes the accommodations, modifications and direct services that the student will receive. The school has a Special Needs Teacher/Coordinator who manages all the Special Needs Students' Individual Learning Plans and sets up direct services, as well as consults with teachers on the plan. The Special Ed Teacher/Coordinator works with each family to adapt the IEP or services plan to meet the needs of the student in every way possible.

Students are accommodated/assisted in many ways, including: extra time on tests and quizzes, extended deadlines on projects and papers, oral testing, daily or weekly assignment notebook and grade checks, seating in the front of the classroom, individual help in study hall, peer tutoring, copies of notes from teachers or other students, modified tests and assignments, and testing over multiple days. The regular education teacher will provide instruction and accommodations as outlined in the individual learning plan with the support of other staff and resources in the regular education classroom.

At the current time, Title 1 and Speech Therapy are provided through the School District of Monona Grove.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

For the 20-21 school year, we are looking to hire a Special Education Teacher/Coordinator who holds a current Wisconsin teaching license in the field of Special Education. All support staff and current teachers at IHM are qualified according to Wisconsin Standards. Services will be provided by a licensed teacher, a qualified paraprofessional, and/or licensed school counselor.

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Immanuel Lutheran School – Brookfield – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Immanuel Lutheran School exists to share the love of Christ with children through an excellent educational experience. Immanuel will make reasonable modifications to the educational program and practices, and procedures if necessary, to allow your child to participate in all aspects of the school experience. The Immanuel student services team, administration, classroom teacher and parents will develop an appropriate education plan for each student utilizing the Special Needs Scholarship. This may include the methods of instruction, additional instruction, accommodations in the classroom, as detailed in the education plan both the school and parents agree upon before a child is enrolled at Immanuel.

Services for students at Immanuel Lutheran School may include:

- Speech/Language therapy
- Counseling services
- Occupational therapy
- Small group instruction
- Direct instruction
- Accommodations in the classroom
- Modifications to curriculum

Nursing or medical staff are not provided at Immanuel Lutheran School.

Students utilizing the Special Needs Scholarship are subject to the guidelines and expectations listed in the Parent & Student Handbook.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All homeroom teachers at Immanuel hold a current Wisconsin teaching license. Support staff and service providers are qualified according to Wisconsin state standards.

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Immanuel Lutheran School – Wisconsin Rapids – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Immanuel Lutheran School will provide students with academic and behavioral support both in the general education classroom as well as small group and individual support as needed to help students meet grade level benchmarks in the curriculum. Persons providing this support may include classroom teachers, reading and math interventionists, administrators, special education teacher, and parents. The school psychologist will meet with the specified team members to review each student's service plan yearly to determine student progress and changes in support if needed. Immanuel's goal is to provide support within the general education classroom setting as much as possible, and that specialty teachers would pull students out for small group or individualized instruction that is separate from the classroom only when intentional and specialized instruction is required for student academic and behavioral growth. Classroom modifications include scaffolded learning, sensory input, digital and web based programs that accommodate student readiness levels in reading and math as well as provide teachers with immediate feedback, small group instruction, flexible seating accommodations, classroom aides, individualized student aids, after school homework support, and other accommodations/modifications provided as needed on an individualized basis. The school district offers speech and language services and Title 1 Reading services in our building for students who are in need of this support.

The special education program would also meet the needs of children with social emotional/behavioral needs. While a special education teacher assist the school in meeting the needs of these students, the entire teaching staff continues to participate in training for trauma informed care and meeting the emotional and social needs of students.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Public School District Provided Services:

- School Psychologist
- Speech and Language Specialist
- Title 1 Reading Teacher

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Immanuel Lutheran School – Wisconsin Rapids – Special Education Profile (cont.)

Services Currently Provided by Immanuel Lutheran School:

- School Principal Masters of Educational Admin A001 Administrator License 27 years of experience
- Reading Teacher Masters of Educational Literacy 316 Reading License 25 years of experience
- Reading Teacher Bachelor of Science Elem Ed 316 Reading License 6 years of experience
- Classroom teachers also hold four year degrees and Wisconsin Teaching Licenses or licenses with stipulations. Classroom teachers will be part of the special education team by providing a variety of classroom instruction including differentiated instruction, direct instruction, critical thinking skills and other 21st century learning. They also support the implementation of classroom accommodations such as scaffolded learning, digital and web-based programs that accommodate readiness levels, small group instruction, flexible seating accommodations, classroom aides, individualized student aids, and after school homework support.
- Classroom instructional aides and individual student aides have four year degrees, may hold teaching licenses, and are trained in trauma informed care and caring for students with social and emotional needs.
- Cross-Categorical Special Education Teacher Masters of Education in Differentiated Curriculum Design and Assessment. 1830 Emotional Behavior Disabilities License 1811 Specific Learning Disabilities License 21 years of experience

Seeking

- Part-time School Counselor

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Journeys Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Journeys Lutheran School provides Christ centered programs and services that support students with learning challenges as well as some identified special education needs (such as ADD, ADHD, LD, mild cognitive disabilities as well as some mild emotional, behavioral and other difficulties) These services help to prepare students to maximize their God-given spiritual, academic, physical, emotional and social potential in non-categorical, self-contained, multi-grade, elementary and high school classrooms.

The methods of instruction in these classes may include: Small group, classroom centers, specialized and experiential instruction, rotating lessons, thematic units, different levels of books and materials, with a movement and arts integrated focus.

Instruction may be provided by classroom teachers, art therapist, school counselor, music therapist, Sharp Literacy, teacher aide, education students, and volunteers.

Currently, Journeys Lutheran School does not provide physical therapy, occupational therapy, or speech and language therapy, however, speech and language may be offered at Journeys Lutheran School through the local public school district.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Current Journeys Lutheran School teachers have the following qualifications:

BS Elementary Education, MA Reading specialist - License #'s: 316, 086,811
BA Behavioral Science
BS Elementary Education, BS Special Education -License #'s: 1088, 1810, 22, 45,118
BFA Art Education, MS Art Therapy
BS Elementary Education, BS Special Education - License #'s: 1810, 1088
BA Elementary Education
BS Early childhood, MA SPED
BFA – Music Therapy Certification Board for Music Therapy #05265

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Kettle Moraine Lutheran High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Empowered by God's Word, Kettle Moraine Lutheran High School educates, encourages, and equips God's people for life and for eternity.

As an integral part of our mission, the KML Learning Center exists to encourage and work with any KML student who needs academic support for success. Through support from the Learning Center staff, students are equipped to be successful learners with the gifts God has given them.

Currently, the Learning Center has two dedicated classrooms where support is available throughout the entire school day and after school. Students receive the following services and support in the Learning Center:

- Self-advocacy training
- goal setting
- review or re-teaching of material
- monitoring of grades
- small group or one-on-one assistance
- structured study halls
- modified curriculum and assignments (in coordination with the classroom teacher)
- training in study skills
- help with test-taking
- organizational skills

A team, which could include student, parents, special educators, classroom teachers and school administration, meet in order to discuss the student's most current IEP or services plan (ISP). They will utilize or modify the current IEP or ISP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the KML Student Handbook (available online at kmlhs.org).

KML does not offer full time one on one instructors or educational aides.

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Kettle Moraine Lutheran High School – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All of our full time and part time teachers have a minimum of a bachelor's degree in education from an accredited institution of higher learning including all of our teachers who work with students in our Learning Center.

The Learning Center Administrator has a masters degree in Special Education.

KML also has a partnership with Christian Family Solutions in which students receive professional counseling services at no cost to families for up to 5 visits. KML is a licensed site for CFS where families can also utilize their insurance for further service. A counselor is on site part time.

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Kenosha Lutheran Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Kenosha Lutheran Academy serves students in the Kenosha and Racine communities with excellence in Christ-Centered education.

Kenosha Lutheran Academy or KLA provides services for students with mild learning disabilities or needs. These services may include one-on-one or small groups tutoring, computer assisted instruction and classroom accommodations in our Learning Center. Through support in our Learning Center, students are empowered to be successful learners toward their individual goals.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All full time or part-time teachers have at minimum a bachelor's degree in education from an accredited institution of higher learning.

Our Learning Center Coordinator also holds WI licenses lifetime T001, 1088, 1316, and 5017.

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Lake Country Lutheran High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Lake Country Lutheran provides assistance for students with a diagnosed disability that impacts their ability to function successfully in the classroom. Lake Country Lutheran offers classroom accommodations and modifications with the assistance of the Special Education Resource Counselor which help support instruction, promotes student self-advocacy, problem solving, and skills for classroom and life success. Lake Country Lutheran focuses on an individualized approach to each student's learning styles and academic needs within the context of the regular classroom. In addition, the students work with the Special Education Resource Counselor as needed during study hall to review, finish assignments and tests and get extra assistance.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Heidi Reimer, MA, Cardinal Stritch University, Special Education
Kathryn Baganz, MA, Marquette University, Instructional Leadership
Greg Brazgel, MEd, Carroll University, Curriculum and Instruction
Diane Jakubowski, MA, State University of New York, School Counseling
Derek Fischer, MA, Concordia University WI, Educational Administration
Lisa Wangerin, MA, Cardinal Stritch University, Reading

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***Lakeside Lutheran High School – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The Extended Learning Center (ELC) is a component of Lakeside Lutheran High School that helps meet the specific needs of students with learning differences or academic deficits. By meeting these needs, we help them to prepare for life-long Christian service in the home, the church and society.

The Extended Learning Center (ELC) has two classrooms where support is provided throughout the entire school day, along with opportunities before and after school. Students can be assigned to the ELC for their study hall or voluntarily come in during the day if help is wanted/needed. Students have access to the following supports:

- Academic support in all core/required classes
- Organizational support
- Lower level math classes
- Small group instruction
- Modifications in any required class as needed
- Monitoring of late/missing assignments
- Tests/quizzes in ELC with modifications as needed
- Access to individual counseling

There are two full-time teachers and one part-time teacher providing services throughout the day in the ELC. The public school provides diagnostic testing to evaluate students to determine if they meet criteria for a disability, and if they need Special Education Services. The public school also provides Speech and Language services through Services Plans. Lakeside has students with Services Plans.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Ruth Hirschfeld
WI Licensure Regular Education
WI Licensure Cross-Categorical Special Education
WI Licensure Specific Learning Disabilities
MA in Education

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Lakeside Lutheran High School – Special Education Profile (cont.)

Shelly Coron
BA in Fitness Studies; Minor Sports Management
MA in Special Education: Cross Categorical Emphasis K-12

Sara James
BS in Education
MA in Education and German

All full-time and part-time teachers that support our students in their specific subject areas have a minimum of a bachelor's degree from an accredited institution of higher learning.

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Lighthouse Christian School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The school creates an Individual Learning Plan for each student that describes the accommodations, modifications and direct services that the student will receive. They will also have quarterly goals in this plan. The school has a Special Needs Coordinator who manages all the Special Needs Students' Individual Learning Plans and sets up direct services, as well as consults with teachers on the plan. The school provides a Special Education assistant for students in need of greater support. We also have a private Speech and Language therapist on site once a week. The school works with outside providers as well on an individual basis. Curriculum options are available to best support the needs of the student. In addition, we provide counseling services and behavior support. Students will be included in the regular education setting as much as possible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Special Needs Coordinator -- Bachelors in Special Education
S/L therapist -- Doctorate in Special Needs
Counselor -- PhD in Psychology
Behavior Coordinator -- Masters of Social Work
Assistant -- Special Education Assistant License

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Living Word Lutheran High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Living Word Lutheran High School provides individual and small group academic assistance for students with special needs. All students take regular education classes, but those with special needs are able to take 1 or 2 resource study halls in which they receive extra help, modifications and accommodations as needed. The counselor works with each family to adapt the IEP or service plan to meet the needs of the student in every way possible. Students are accommodated/assisted in many ways, including: extra time on tests and quizzes, extended deadlines on projects and papers, oral testing, daily or weekly assignment notebook and grade checks, seating in the front of the classroom, individual help in resource study hall, peer tutoring, copies of notes from teachers or other students, modified tests and assignments, and testing over multiple days. LWLHS provides a caring, nurturing environment in which students feel comfortable asking questions and coming in for extra help as needed. This prepares students to become self-advocates, which is the ultimate goal of the learning resource program.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Kim Ehley, MA, Concordia University Wisconsin, Curriculum & Instruction, Counseling
David Miskimen, MA, Concordia University Wisconsin, Educational Administration
Lori Dobler, MA, Cal State Northridge, Education, MS, Concordia University Wisconsin, Education
Nicole Robinson, BA, Concordia University Wisconsin, Education/Social Science

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Lumen Christi Catholic School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Mission Statement: Lumen Christi Catholic School leads children through their educational and faith experiences so that they become their best possible selves. We do this by enlightening the whole child with a high-quality education while fostering a relationship with Jesus Christ, supported by the Catholic community and guided by the latest tools of knowledge.

Students Served: In addition to regular education students, Lumen Christi Catholic School has the staff and resources to serve students with disabilities in the following categories (as defined by the Individuals with Disabilities Education Act, IDEA):

- speech and language impairments
- specific learning disabilities
- other health impairments (includes ADD and ADHD)

Currently, Lumen Christi Catholic School does not provide nursing or medical staff, physical therapy or occupational therapy services, nor do we offer full or part-time one-on-one instructors or educational assistants.

All students, regardless of needs, participate in the regular academic curriculum in the classroom.

Methods of Instruction Used: Teachers use a variety of teaching techniques to meet the needs of individual learners including differentiation, modifications, academic interventions, enrichment, and individualized learning opportunities. Regular education teachers also use small group instruction to facilitate learning. Reading and Math Specialists provide small group and individualized instructional support in the areas of math, reading fluency, phonics, comprehension and study skills to students in grades 5K through 3rd grade.

At the middle school level, students receive the following services and support from a dedicated Learning Support Teacher:

- self-advocacy training
- review or re-teaching of material
- monitoring of grades
- small group or one-on-one assistance
- structured study hall (referred to as Flex Time)

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Lumen Christi Catholic School – Special Education Profile (cont.)

- modified curriculum and assignments (in coordination with the classroom teacher)
- training in study skills
- help with test-taking
- organizational skills

The Lumen Christi Catholic School learning support team, administration, classroom teacher and parents will develop an appropriate education plan for each student utilizing the Special Needs Scholarship Program. They will utilize or modify the current Individual Education Plan (IEP) developed by the public school to the agreement of all stakeholders. Both the school and parents must agree upon the education plan before a Special Needs Scholarship child at Lumen Christi Catholic School will receive a Special Needs Scholarship.

Students utilizing the Special Needs Scholarship are subject to the same rules, guidelines, and expectations stated in the Parent & Student Handbook. The handbook can be read on the school's website (www.lcsaints.org) located under the Current Families section.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All of our full time and part time teachers have a minimum of a bachelor's degree in education from an accredited institution of higher learning including all of our teachers who work with students in our Learning Support Center. They are all licensed by the state of Wisconsin to teach at the grade level, subject, and/or specialized area in which they are assigned.

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Martin Luther High School – Greendale – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Students at Martin Luther High School who have been evaluated and hold a current IEP or services plan will receive the accommodations from their regular classroom teachers, according to the accommodations on their IEP or Services Plan. The accommodations from the IEP or Services Plan will be used to create the Services Agreement between the school and student's parent/guardian. Classroom teachers facilitate the accommodations of those students and are overseen by the Director of Student Services and the students' school counselor. Students who have low test scores, struggle academically, and are having a difficult time acclimating to the rigor of high school academics can also receive academic support from teachers and the Academic Resource Department. Students who receive accommodations will participate in Academic Resource during their scheduled study hall period. Academic Resource is small group study time for students where they can receive peer tutoring, help from classroom teachers, reteaching from Academic Resource teachers, and work on organizational skills. At the beginning of each school year all teachers are equipped with Student Learning Profiles for students receiving accommodations. The SLP is used as a tool for all classroom teachers to use for accommodations of each student. Included in the SLP is educational background information, diagnosis, classroom modifications that have been used in the past, and current classroom accommodations to be used in the classroom. SLP's are updated anytime there is an evaluation, a change in a student's IEP or services plan, or at the beginning of a new school year. Students who receive any type of accommodations are identified in Skyward, so all teachers and faculty are aware of the services that student is receiving.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Program Director: Erin Janetzke, B.A., Special Education Teaching Certificate Academic Resource Instructor: M.S. in Education
All teachers hold a minimum of a Bachelor's Degree as a requirement for teaching

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Mary Queen of Saints Catholic Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

We, the Christian community of Mary Queen of Saints Catholic Academy, in collaboration with the Catholic parishes of West Allis and West Milwaukee, are called to integrate the teachings of Jesus Christ into the spiritual, academic, and social development of each individual.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God's love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God's grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be "a single flock under the care of a single shepherd". Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit

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Mary Queen of Saints Catholic Academy – Special Education Profile (cont.)

psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

Mary Queen of Saints' facilities are not handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Interventions will be tailored in a fashion guided by student responses and progress. Accommodations for students with disabilities could include assistive technology, 1:1 and small-group testing with instructional staff, quiet or distraction-free testing spaces, extended time for completion, use of a scribe, curriculum modification, and opportunities to re-take an assessment.

In addition, Mary Queen of Saints employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, whole group/small group alternation, What I Need (WIN) Time, Words Their Way, blended learning, Title 1 Reading intervention, individualized intervention from a Resource Specialist, and supplemental academic support from instructional staff upon request. Instructional materials include Raz Kids, IXL Math, Zearn, Dreambox, Louisiana Believes, Zones of Regulation, BrainPOP, BrainPOP Jr., Lexia Learning, and Khan Academy. Mary Queen of Saints currently has 1:1 Chromebooks and iPads available for instruction and student use, as well as SMART Boards in classrooms. Mary Queen of Saints staff also have access to a Guided Reading Library on-campus as well as at Seton Catholic Schools' central offices.

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Mary Queen of Saints Catholic Academy – Special Education Profile (cont.)

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Measures of Academic Progress (MAP), Fountas and Pinnell Reading Assessment, STAR, Educational Software for Guiding Instruction (ESGI), ACCESS, and Qualitative Reading Inventory (QRI).

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student's Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor's degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction.
- Special Education Staff that includes a certified reading specialist and adaptive physical education teacher.
- Educational Assistants who possess a minimum of a high school diploma or its equivalent.

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McDonell Central Catholic High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

McDonell Area Catholic School (MACS)

McDonell Central Catholic High School - grades 9-12

Our Mission: Committed to the formation of community, academic excellence and the spiritual and physical wellbeing of each student in the spirit of Jesus Christ.

Our Vision: We are the school of choice for an excellent Catholic faith based education within the Chippewa Falls area. We welcome all families to be a part of our school community no matter their faith or financial means. In partnership with our parents, we form the whole child in support of our values and mission. Our vision of the whole child consists of a lifelong learner, who upon graduation, is academically prepared for post-secondary education and career, grounded in relationship with Jesus Christ, balanced physically and emotionally, and actively engages as servant leaders in family, parish, and civic communities.

Method of Instruction: MACS serves students with special needs such as specific learning disabilities, speech and language impairments, mild cognitive disabilities, high-functioning autism and some medical needs that do not require nursing care. All students with special needs participate in the regular academic curriculum in the classroom. Teachers use a variety of teaching techniques to meet the needs of individual learners including differentiation, modifications, academic intervention, enrichment and individualized learning opportunities.

The current IEP from the public school, modified and agreed upon between MACS and the parents of the student with special needs, is implemented in the regular classroom with the option for individualization in a small group or one-on-one setting with an interventionist. A special education teacher is on staff who can offer an alternative curriculum for students who are unable to access the regular education curriculum in Math and English due to significant disabilities. These alternative courses will carry credit toward high school graduation. Specialized programming is also available and may include literacy and math intervention using research-based supplemental materials such as Just Words, REWARDS, and others. The use of smart boards, iPads and Chromebooks is integrated into all aspects of the curriculum.

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McDonell Central Catholic High School – Special Education Profile (cont.)

Technology is also available for individualized instruction.

Speech/Language therapy is available on site, provided by qualified staff from the Chippewa Falls Public School.

Assessment: All students are evaluated at regular intervals throughout the year using curriculum-base measures. Data from these evaluations is analyzed by teachers and specialists and used for making educational decisions. Students with special needs can be evaluated on a more frequent basis (bi-weekly or monthly) to ensure interventions are being successful. Additional academic modifications can be made based upon student progress.

Parents will receive quarterly progress reports. More frequent feedback to parents can be arranged as outlined on the agreed upon ISP.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The Student Support Services Coordinator, who will supervise all special education services, has a Master's Degree in Special Education and has a Cross-Categorical teaching license for grades K-12 from the Wisconsin Department of Public Instruction. The interventionist has experience and training in working with special needs students. All classroom teachers are licensed by the state of Wisconsin and most have advanced degrees and additional training in special needs. A reading specialist is on staff at the elementary level. Two full time counselors, one at the middle school/high school level and one at the elementary school level are part of the educational team.

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Messmer Catholic Schools – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

EDUCATIONAL ENVIRONMENT

Founded in faith and inspired by the Catholic tradition, Messmer's dedication to meeting diverse educational needs provides our students the academic and cultural competence to succeed in a global economy. To that end, Messmer is committed to work with students at their educational level to succeed, work towards high school completion and the faculty and staff participate in ongoing professional development to continue to enrich the educational environment for all students. Our dedication begins with evaluating a child's most recent Individualized Education Program (IEP) and determining how to best meet the student's needs, in the least restrictive environment, through our menu of classroom accommodations and/or intervention services.

The subsequent plan will be agreed upon by the school and parents prior to implementation. The parties will regularly review this plan and revise or update as appropriate, given the child's progress and needs. Identified students may also be targeted to participate in sessions geared towards accountability, study skills, organizational strategies and/or peer tutoring. Personalized Learning Plan participants will include students that have a formal written assessment outlining a diagnosed medical or educational disability, as well as students identified by admissions or faculty as needing supports to equitably access the curriculum. These students will be subject to the same rules as stated in the Parent/Guardian and Student Handbook.

METHODS OF INSTRUCTION

Messmer Catholic Schools aims to increase academic achievement through a Multi-Level System of Support. Within this system, instructional tiers have been created to meet and support students' needs. Universal screeners are administered to identify baseline skills in literacy and math. Teachers and specialists collaborate to adjust curriculum and instruction to meet the individual needs of students. Additional supports provided may include small group testing, supplementary instruction in Reading and Math, small group reading intervention, curriculum modifications and, through our qualified counseling staff, emotional and social support.

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Messmer Catholic Schools – Special Education Profile (cont.)

Teachers take a preventative approach to behavioral needs by providing a structured instructional environment, solid routines, use of positive environmental reinforcement, and a disciplinary approach that is supported by relationship building, individual reasoning, and student accountability.

INSTRUCTIONAL MATERIALS

Textbooks and other instructional materials may be augmented by materials that provide information at a reduced language and/or reading level as determined by individual needs.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Director of K12 Pupil Services

- Masters of Science in Literacy Education
- Director of Special Education and Pupil Services (#80 licensure)
- Reading Teacher (#1316)
- Elementary/Middle Level Education, 1-6

6-12 Literacy Coordinator

- Masters of Science in Literacy Education
- Reading Specialist (#5017)

K12 Mathematics Coordinator

- PhD in Mathematics
- Mathematics 6-12 (#1400)

Reading Teachers

- Masters of Science in Literacy Education
- Reading Teacher (#1316)
- English Education 6-12 (#1300)
- ESL (#1395)

Title 1 Teachers

- Master's Degrees in Learning Disabilities, Emotionally Behaviorally Disturbed, Curriculum and Instruction, Education and Teaching
- License #'s 1830, 1810, 1811, 1300, 1725, 1952, 1777, 1334, 1088

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Messmer Catholic Schools – Special Education Profile (cont.)

Counselors

- Master's Degrees in School Counseling and Psychology
- School Counselor License (#7054)
- School Social Worker (#7050)

Deans of Students

- Master's Degree in School Counseling
- School Counselor License (#7054)
- License #'s 5051, 5010, 1860, 1540, 1530

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Milwaukee Lutheran High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The Transition Education Services program at Milwaukee Lutheran provides assistance, as available, for students with mild to moderate diagnosed disabilities or impairments that affect their ability to function independently within the school environment.

The program offers a spectrum of services including:

- a modified core curriculum through self-contained classes as needed
- resource study hall
- reasonable classroom accommodations
- post-secondary planning.

Students receive academic support and instruction that promotes self-advocacy, problem solving, the development of compensatory skills and classroom success.

Methods of instruction may include:

- Computer assisted instruction
- Direct instruction
- Scaffolding
- Adapted Books and Texts
- Small Group Instruction
- Peer Tutoring
- Title 1 Language Arts support

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Lead Teacher and Program Coordinator

B.S. - Elementary Education, M.Ed. - Special Education;

Special Education License Type: Professional Educator; 811 – Learning Disabilities

Classroom Teacher

B.S. - Education; M.S. - Special Education

License Type: Professional Educator; 810 – Cognitive Disability

2 Classroom Teachers

BS Secondary & Special Education

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Milwaukee Lutheran High School – Special Education Profile (cont.)

Instructional Assistant
Associate's Degree - Liberal Arts

Additionally, Milwaukee Lutheran facilitates Title 1 and DVR services for eligible students

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Montessori School of Waukesha – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Montessori School of Waukesha (MSOW) is accredited by American Montessori Society, meaning we meet the highest standards for Montessori education. The design of the Montessori philosophy not only prepares students academically, but also provides them with life skills to prepare them for success. This proven method, which encompasses the entire child's physical, emotional, social and intellectual development, results in the child's ability to be self-directed and independent. The curriculum is inherently individualized; as students demonstrate mastery, they are then introduced to more difficult concepts.

MSOW has a unique partnership with the School District of Waukesha for district sponsored 4K to grade 8. The MSOW Special education program is two-fold: for district sponsored students, special education services are provided through district therapists and staff in the classroom or the building during the child's day for students with IEPs. For SNSP students, MSOW provides the therapists and the facility to provide services during the child's day.

The Montessori curriculum is integrated which facilitates understanding of how different subjects relate to one another. The teacher is also able to introduce new concepts in a variety of ways, based on the needs of the child. When given the opportunity to make choices and learn at their own pace, children feel empowered and gain a sense of confidence, with a strong eagerness and love of learning that remains with them throughout their lives.

MSOW faculty with Montessori certification and decades of experience, work collaboratively with therapists to prepare the classroom environment and the community for the success of each student. Due to the multi-age classrooms, Montessori is most successful with experienced Montessori students to provide leadership and mentoring. Therefore, as a philosophical imperative, priority is given to students with prior Montessori experience.

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Montessori School of Waukesha – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Speech Pathologists:

Private speech language pathology service providers based in Southeastern Wisconsin. Services are provided in the client's natural communication environment.

Collaboration between the speech- language pathologist, faculty and parents is vital to the progress of the student. All individual sessions include feedback and strategies for facilitation of carryover into daily living skills and classroom social skills.

Therapists specialize in pediatric speech and language disorders, with additional experience in sensory processing, autism, apraxia, articulation, pragmatics, social and receptive/expressive language and voice.

Occupational Therapy:

MSOW works with Journeys Occupational Therapy LLC in Wales, WI for Occupational Therapy needs of SNSP students.

MSOW also has specially trained faculty to implement the Orton Gillingham method to support students who struggle with reading and dyslexia.

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Newman Catholic Elementary School – Rothschild – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Newman Catholic Elementary School St. Mark (NCES St. Mark) will provide students with support to reinforce academic concepts taught as a part of the regular education curriculum. An Intervention team, which may include the student, parent or guardian, classroom teacher(s), Interventionist, Dean of Students, administrator, and school counselor, will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP). The team will develop accommodations to create an updated ISP that is the NCES St. Mark student plan. Examples of accommodations may include small-group or one-on-one skill development, re-teaching, reinforcement of skills or work on specific learning gaps that have been identified as significant through testing (standardized or other). It may also include: assistance with homework, providing notes, pre-teaching, preferential seating, and/or individual assessment and homework options. Students with a medical or other specific diagnosis that do not require an ISP are assigned a specific Tier in our Response to Intervention (RtI) Program. The Intervention Team also makes recommendations for testing and works with local public school districts and other professional organizations to develop appropriate goals for the student. Currently, some special education services are provided by the local Public School District. SNSP students will be held to NCES St. Mark standards and policies as stated in each school handbook.

Newman Catholic Elementary School St. Mark (Pre-K4, K-5) is wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All NCES St. Mark teachers hold a bachelor's degree or higher. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Newman Catholic Elementary School – Wausau – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Newman Catholic Elementary School St. Anne (NCES St. Anne) will provide students with support to reinforce academic concepts taught as a part of the regular education curriculum. An Intervention team, which may include the student, parent or guardian, classroom teacher(s), Interventionist, Dean of Students, administrator, and school counselor, will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP). The team will develop accommodations to create an updated ISP that is the NCES St. Anne student plan. Examples of accommodations may include small-group or one-on-one skill development, re-teaching, reinforcement of skills or work on specific learning gaps that have been identified as significant through testing (standardized or other). It may also include: assistance with homework, providing notes, pre-teaching, preferential seating, and/or individual assessment and homework options. Students with a medical or other specific diagnosis that do not require an ISP are assigned a specific Tier in our Response to Intervention (RtI) Program. The Intervention Team also makes recommendations for testing and works with local public school districts and other professional organizations to develop appropriate goals for the student. Currently, some special education services are provided by the local Public School District. SNSP students will be held to NCES St. Anne standards and policies as stated in each school handbook.

Newman Catholic Elementary School St. Anne (K-5) is wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All NCES St. Anne teachers hold a bachelor's degree or higher. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Newman Catholic High – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Newman Catholic High School (NCHS) will provide students with support to reinforce academic concepts taught as a part of the regular education curriculum. An Intervention team, which may include the student, parent or guardian, classroom teacher(s), Interventionist, Dean of Students, administrator, and school counselor, will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP). The team will develop accommodations to create an updated ISP that is the NCHS student plan. Examples of accommodations may include small-group or one-on-one skill development, re-teaching, reinforcement of skills or work on specific learning gaps that have been identified as significant through testing (standardized or other). It may also include; assistance with homework, providing notes, pre-teaching, preferential seating, and/or individual assessment and homework options. Students with a medical or other specific diagnosis that do not require an ISP are assigned a specific Tier in our Response to Intervention (RtI) Program. The Intervention Team also makes recommendations for testing and works with local public school districts and other professional organizations to develop appropriate goals for the student. Currently, some special education services are provided by the local Public School District. SNSP students will be held to NCHS standards and policies as stated in each school handbook.

Newman Catholic High School (9-12) is not wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All NCHS teachers hold a bachelor's degree or higher. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Newman Catholic Middle – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Newman Catholic Middle School (NCMS) will provide students with support to reinforce academic concepts taught as a part of the regular education curriculum. An Intervention team, which may include the student, parent or guardian, classroom teacher(s), Interventionist, Dean of Students, administrator, and school counselor, will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP). The team will develop accommodations to create an updated ISP that is the NCMS student plan. Examples of accommodations may include small-group or one-on-one skill development, re-teaching, reinforcement of skills or work on specific learning gaps that have been identified as significant through testing (standardized or other). It may also include: assistance with homework, providing notes, pre-teaching, preferential seating, and/or individual assessment and homework options. Students with a medical or other specific diagnosis that do not require an ISP are assigned a specific Tier in our Response to Intervention (RtI) Program. The Intervention Team also makes recommendations for testing and works with local public school districts and other professional organizations to develop appropriate goals for the student. Currently, some special education services are provided by the local Public School District. SNSP students will be held to NCMS standards and policies as stated in each school handbook.

Newman Catholic Middle School (6-8) is not wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All NCS teachers hold a bachelor's degree or higher. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Northwest Catholic School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

At Northwest Catholic School, our mission is to serve a diverse urban community through strong academics and service rooted in the Catholic tradition. Together with parents and community members, we work hard to continually strengthen Northwest Catholic School and shine together. We form productive citizens who live the message of Jesus Christ. Guided by our Catholic values, Northwest Catholic School students are respectful citizens, responsible learners, and ready to serve.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God's love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God's grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be "a single flock under the care of a single shepherd".

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Northwest Catholic School – Special Education Profile (cont.)

Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Interventions will be tailored in a fashion guided by student responses and progress. Accommodations for students with disabilities could include use of assistive technology, extended time for completion, quiet or distraction-free testing spaces, 1:1 or small group testing with teaching staff, use of a scribe, re-teach & re-take opportunities, conducting examinations orally, and having exam questions read aloud.

In addition, Northwest Catholic employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, whole group/small group alternation, guided reading, Transformative Reading Intervention (TRI), blended learning, Title 1 Reading and Math intervention, 1:1 Reading intervention with a Reading Corps service member, and trauma-informed care. Instructional materials include Words Their Way, Zearn, MindUP, Zones of Regulation, BrainPop, BrainPop Jr., Headsprout, Newsela, Lexia Learning, and ReadWorks. Northwest Catholic currently has 1:1 Chromebooks and iPads available for instruction and student use, as well as document cameras and SMART Boards in classrooms.

Northwest Catholic staff also have access to a Guided Reading Library on-campus and at Seton Catholic Schools' central offices.

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Northwest Catholic School – Special Education Profile (cont.)

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Measures of Academic Progress (MAP), Fountas and Pinnell, STAR, and Educational Software for Guiding Instruction (ESGI). Classroom-based assessments include unit tests, exit tickets, progress monitoring, benchmark testing, and Reading Corps assessments.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student's Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor's degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Northwest Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP/Services Plan (ISP). This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student's most current IEP/ISP. They will utilize or modify the current IEP/ISP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school's website or can be picked up at the school.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental services.

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Notre Dame de la Baie Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Notre Dame de la Baie Academy, as an educational ministry of the Roman Catholic Church, educates the whole person by developing each student's Christian faith, commitment to service, and full academic potential within a caring Church community.

In Communion is a phrase taught to us by our Norbertine fathers. As a Norbertine ideal, it means a deep sense of community where all contribute to the good of the whole. It's an ideal that we seek at Notre Dame Academy as we integrate our faith and gifts in pursuit of the development of the whole student who positively impacts our world.

Flowing from the Notre Dame Academy mission which emphasizes the, "development of the full academic potential," and our focus on Communion, the educational community has committed itself to the development of, "The SNSP NDA Learning Program". The "Learning Program" exists to provide assistance for students with certified learning disabilities and/or special needs and has the following goals:

1. To increase communication with families prior to starting high school by working cooperatively to create a Summary of Services Agreement (SOS) which meets the needs of the student while understanding the resources available to private schools are not commensurate with public institutions of learning.
2. To personalize the learning environment in order to meet individual needs.
3. To address the instructional needs of students who enter high school unprepared for rigorous, college preparatory work.

Notre Dame's standards-based curriculum ensures that every student successfully completes a rigorous and coherent course of study. Our curriculum focuses on college preparation and ensures all students are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

The Learning Program at Notre Dame Academy is designed for students in grades 9-12 whose social/physical developmental capacities, physical health and/or academic skills need individual attention beyond what can be met within a classroom setting.

Committed to providing an education in the 'least restrictive environment', our goal for all members of the Learning Program is to be fully integrated into the regular education environment as much as possible.

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Notre Dame de la Baie Academy – Special Education Profile (cont.)

During the fall of each academic year, a Universal Assessment is taken by all freshmen and sophomores to identify students whose academic skills need further attention. Students falling below the 20th percentile in reading or mathematics will be discussed by the principal, teachers and learning specialists to determine if further assessment is warranted. If more assessment is warranted, the parent(s)/guardian(s) are contacted in order to convene a meeting. As part of this meeting, a Summary of Services agreement (SOS) may be written which would include Research Based Interventions. The Response to Interventions (RTI) will be monitored. Students who are not responding will be referred to the LEA for further evaluation.

Students who have SOS agreements, will receive modifications/accommodations designed to assist them in being successful. The SOS will be agreed upon by the school, parent/guardian and student. During the writing of the SOS agreement a discussion regarding the difference in services between private Catholic schools and public schools will be discussed and parents will give consent to their understanding of this difference. Parents will be provided a Comparison of Rights of Students with Disabilities and their Families under State and Federal Education Law and Under the Wisconsin Special Needs Scholarship Program.

Accommodations/Modifications are individualized based on student need, but may include accommodations in response, setting, timing, scheduling, organization, assignment or curriculum.

All special education services are contingent upon the Summary of Services (SOS) agreement which is signed by the parent and school administrator. Students who do not have a signed SOS agreement may not be served.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Student Services Teachers are licensed through the State of Wisconsin

Certificate from UCLA in College Counseling; Provides emotional, social and academic support for students.

Master's Degree in Science Education from University of Wisconsin Oshkosh.

Certified Pupil Services k-12. Master's Degree in Science-Special Education from Western Governors University.

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Notre Dame Middle School – Chippewa Falls – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

McDonell Area Catholic School (MACS)

Notre Dame Middle School - grades 6-8

Our Mission: Committed to the formation of community, academic excellence and the spiritual and physical wellbeing of each student in the spirit of Jesus Christ.

Our Vision: We are the school of choice for an excellent Catholic faith based education within the Chippewa Falls area. We welcome all families to be a part of our school community no matter their faith or financial means. In partnership with our parents, we form the whole child in support of our values and mission. Our vision of the whole child consists of a lifelong learner, who upon graduation, is academically prepared for post-secondary education and career, grounded in relationship with Jesus Christ, balanced physically and emotionally, and actively engages as servant leaders in family, parish, and civic communities.

Method of Instruction: MACS serves students with special needs such as specific learning disabilities, speech and language impairments, mild cognitive disabilities, high-functioning autism and some medical needs that do not require nursing care. All students with special needs participate in the regular academic curriculum in the classroom. Teachers use a variety of teaching techniques to meet the needs of individual learners including differentiation, modifications, academic intervention, enrichment and individualized learning opportunities.

The current IEP from the public school, modified and agreed upon between MACS and the parents of the student with special needs, is implemented in the regular classroom with the option for individualization in a small group or one-on-one setting with an interventionist. The current math and language arts curriculums include tier 2 and 3 level interventions allowing all students to pursue and succeed in the regular curriculum. Specialized programming is also available and may include literacy and math intervention using research-based supplemental materials such as Just Words, REWARDS, and others. The use of smart boards, iPads and Chromebooks is integrated into all aspects of the curriculum. Technology is also available for individualized instruction.

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Notre Dame Middle School – Chippewa Falls – Special Education Profile (cont.)

Speech/Language therapy and Title 1 reading and/or math services may be available on site, provided by qualified staff from the Chippewa Falls Public School.

Assessment: All students are evaluated at regular intervals throughout the year using district approved NWEA MAP and/or Easy CBM. Data from these evaluations is analyzed by teachers, specialists and the principal and used for making educational decisions. Students with special needs can be evaluated on a more frequent basis (bi-weekly or monthly) to ensure interventions are being successful. Additional academic modifications can be made based upon student progress.

Parents will receive quarterly progress reports. More frequent feedback to parents can be arranged as outlined on the agreed upon ISP.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The Student Support Services Coordinator, who will supervise all special education services, has a Master's Degree in Special Education and has a Cross-Categorical teaching license for grades K-12 from the Wisconsin Department of Public Instruction. The interventionists have experience and training in working with special needs students. All classroom teachers are licensed by the state of Wisconsin and most have advanced degrees and additional training in special needs. A reading specialist is on staff at the elementary level. Two full time counselors, one at the middle school/high school level and one at the elementary school level are part of the educational team.

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Notre Dame School of Milwaukee – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Notre Dame School of Milwaukee has an Intervention team made up of our school counselor, a special education teacher, speech therapist, and school principal. That team analyzes individual student IEP's or service plans and coordinates a plan with the classroom teachers. The methods depend on the IEP's or service plan needs of the child, but could include speech services, pull out (though inclusion is preferred), push in for small group and one on one instruction. Students who qualify will be encouraged to receive Title I services if the parent opts in.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Our speech therapist holds a Bachelor of Science in Speech Pathology from Marquette University. Our special education teacher holds a Bachelor and Master degree in Education and a Wisconsin license. We also have a retired special education teacher, who worked in the Wauwatosa School District, and holds a Master degree in Special Education who will be chairing our intervention team.

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Oostburg Christian School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The resource room program is designed for students who struggle in the regular education classroom. To qualify for the program, the parent or the child's teacher must make a request to have the child observed by the resource room staff. If it is observed that the child is in need of extra "resource room help," the teacher and the resource room staff will work together to provide proper assistance. The child may spend part of his/her day in the resource room or may be helped while remaining in the regular classroom. Oostburg Christian School also collaborates with the special education staff from the Oostburg Public School when Individual Education Plans, speech therapy, or other special programs are needed for children.

The purpose of the resource room program is to offer quality Christian education to those students with special learning needs. The curriculum is specially designed for the need of each individual student. It is the belief of Oostburg Christian School that our Creator God knit each child together in his/her mother's womb. Each is fearfully and wonderfully made; God's works are wonderful. (Psalm 139) Every child has gifts and is capable of serving his Savior. Therefore it is our task to help educate each child in the way he/she should go.

Small group interventions are done in groups of 4 to 1 or smaller. These interventions are research based. The students we service are the ones that have fallen below the 20th percentile on the AimsWeb Assessments. Some examples of the research based interventions are Raz Kids and Read Naturally. When a child is pulled out of the classroom they will receive direct instruction with modifications.

Some examples of methods of instruction are touch phonics, fluency building, and we use a multisensory approach for phonics instruction using the Susan Barton reading and spelling program for the more severe students. VoWac is used for the less severe.

In order to check for growth, our students are progress monitored which is done on a weekly basis using AimsWeb Plus.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

License 1811 - Specific Learning Disabilities (PK - Grade 8)

Degree - BA in Elementary Education and MA in Special Education (learning disabilities)

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Open Wings Learning Community – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

“Learning by doing” is embraced at Open Wings, and a very low teacher-to-student ratio allows instruction to be individualized. Our students are provided educational opportunities they would not receive anywhere else locally, and likely not anywhere else in the Midwest.

There is currently no other organization in the Southeastern Wisconsin area meeting the objectives of our school. We opened in response to the need for a small school setting to serve students who were not succeeding in large public school classrooms, and who were ineligible for enrollment in area private schools. However, we partner with the Kenosha Unified School District to evaluate and provide support services to our students. We also partner with outside therapy agencies to support students through behavioral therapies, and private speech and occupational therapies. The teaming we are doing with the district and outside providers is helping our complex learners to thrive in our school and their lives.

As the number of children diagnosed with autism, PDD-NOS, ADHD, sensory processing disorder, and other neurological challenges rises in our population, there is an increasing demand for models of education that will help these students learn. We chose to develop a model school in Kenosha and have received wide interest about our practices. The need in the field of education is great and it is growing.

We are now seeing an unexpected increase of interest in our school from families with children who are either currently involved in the foster care system or adopted through foster care. We currently have three students enrolled that are in foster care. While the challenges these students face such as attachment concerns, RAD and past trauma are not the same as our other students, we are finding that our educational methods of individualized instruction and low student-teacher ratios are effective for this population as well.

While we keep a close eye on state and national education standards, Open Wings benchmarks students against themselves. Student progress is measured continually. We develop goals for each of our students based on their learning profile. We have documented growth in our students in academics areas, and in social development. We keep electronic portfolios for each student that also document and demonstrate growth.

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Open Wings Learning Community – Special Education Profile (cont.)

Additionally, we work with professionals from the Northwestern School of Education and Social Policy, and Michigan State University, as partners to continue to assess fidelity in the implementation of our mission, and curricula.

Our low teacher student ratio allows us to differentiate instruction across all curriculum areas. Assignments and assessments are developed to meet the needs of each student. We vary our teaching methods to meet the needs of each student based on the learning goals. We match method to the student, always searching for ways to work from student strengths. Goals are discussed and agreed upon with families during conference times throughout the year. Students are given a variety of opportunities to show what they've learned such as paper and pencil assignments, demonstrations, oral reports, and projects. We use complementary methods rather than one method. This includes kinesthetic learning, inquiry based learning, role playing, drama. We target different senses within lessons. We used problem based experiential learning whenever possible in which students solve real issues such as designing a local playground or making water filters with available materials. This discovery method of instruction allows students to draw from their own experiences and prior knowledge. This is especially evident in our Science and Social Studies units, which are built around themes that can tie in learning across the age levels.

Students are grouped and regrouped based on learning needs. We provide individualized, small group and whole class instruction based on the needs of the students. We believe students benefit from working with others whenever possible and teach skills required to be an effective member of our learning groups. Our instruction is driven by continuums and curriculum that are in sync with Wisconsin standards and under constant review. We have frequent collaboration time to evaluate and revise our curriculum to keep pace with standards.

Literacy assessment is ongoing, using a version of Teacher College running records as well as observational recording through our reading and writing continuums. We use a balanced literacy approach, which includes guided reading, word study, vocabulary, reading comprehension and spelling.

Our core math curriculum at Open Wings is Math Expressions, a research based mathematics curriculum that is used widely in schools across the country. Our math curriculum advisor, has worked closely with the developer of Math Expressions for over two decades. Our students work through content trajectories and not always at "grade-level". We believe math content needs to be understood in a building fashion and that a student cannot jump around in concepts and gain the deep understanding of the core mathematical concepts and thinking as laid out in the Common Core. We also

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Open Wings Learning Community – Special Education Profile (cont.)

believe that there are ways to scaffold a student's entry into abstract concepts through the thoughtful use of concrete strategies and manipulatives. We pull supplementary activities from other research-based curricula, such as Terc Investigations to add depth and breadth to our math lessons. We assess frequently to determine the direction our teaching should take next.

Rather than a strict focus on basic facts, we use math tools so that students are able to enter into higher level mathematical thinking.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Our team is committed to providing individualized instruction as agreed upon in the student's IEP or services plan (ISP) and includes the following:

- School Director who holds a bachelor's degree in Special Education with an emphasis in behavioral disorders from University of Wisconsin Whitewater. Licensed K-8 Special Education.
- Educational Advisor who graduated with a BA in neurobiology and physiology, Phi Beta Kappa, from Northwestern University. Her MEd was completed at Auburn University. Kim received her PhD from Northwestern University in 1999 Type 75 Admin license IL, expired
- Social-Emotional Learning Director who holds a Bachelor of Science Degree from UW-Oshkosh and a Master of Science Degree with a concentration in Educational Psychology from UW-Milwaukee.
- Classroom Teachers who possess a minimum of a bachelor's degree in education from an accredited college or university.
- Lead Associates who possess a minimum of a bachelor's degree from an accredited college or university.
- Educational Assistants who hold a minimum of a high school diploma.

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Our Lady of the Lake Catholic School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The student's current IEP or Service Plan for speech-language services will be accepted as modified as mutually agreed upon by Our Lady of the Lake Catholic School and the parent(s)/guardian of the special needs student.

Regular education teachers will provide instruction and accommodations as outlined in the mutually agreed upon plan. The regular education teacher will use an individualized approach to the student's learning in partnership with the Speech-Language Pathologist, who oversees the student's progress and educational plan.

Students requiring specialized education services will receive their services in the least restrictive environment, and to the greatest extent possible, receive their education in the regular education classroom with their peers. Our staff is trained in differentiated instruction that allow for students to experience educational success. The location and frequency of the instruction will be individualized to the student's unique needs.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Qualifications of the teachers and speech-language pathologist who will be providing special education and related services to SNSP students.

BS or MS ---All teachers of the school.

All teachers hold a State of Wisconsin teaching license

MS—Speech-Language Pathologist –licensed by the State of Wisconsin--- 1820 Speech and Language Pathology

MS—School Counselor—licensed by the State of Wisconsin-- 7054 School Counselor

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Our Lady Queen of Heaven – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Assumption Catholic Schools (ACS) - Our Lady Queen of Heaven provides quality, Catholic education and enrichment to students in grades K-12 with the goal of educating and nurturing the whole child - mind, body and soul. We support students who need additional interventions and services as part of the regular education curriculum. SNSP students will be held to the ACS standards and policies as stated in each school handbook.

The mission of ACS is to inspire excellence and personal growth grounded in Catholic principles and traditions. Our vision is to be a community of academic excellence, Catholic in spirit and culture, nurturing integrity and respect.

The student support team may consist of the student, parents/guardian, teachers, support staff, school administrator, and school counselor or school social worker, who will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP) on a regular basis. The team will develop and execute the needed accommodations, services, or interventions for student success academically, emotionally and socially. The team may also make recommendations for assessments and collaborate with the local public school districts and other professional organizations to develop appropriate goals for the student. At times, there may be some services that are provided by the local public school district.

Other related services that benefit the student's individual success not received on the school campus, and not included as a part of the ISP/IEP, will be outlined in the agreed upon plan (i.e., private therapy, private tutoring).

The regular education teacher will provide instruction and accommodations as outlined in the IEP/ISP plan with the support of other staff and resources in the least restrictive environment. The location and frequency of the academic instruction will be individualized to the student's unique needs. The teacher will use an individualized approach to the student's learning in partnership with Students Services, who will oversee the student's progress and educational plan in agreeance with the parents/guardian. Some of the specialized services we offer include literacy labs, an academic support/success center, tutoring and other student services at each building.

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Our Lady Queen of Heaven – Special Education Profile (cont.)

Our primary diagnostic tests are part of the Renaissance Learning STAR 360 platform and include STAR Early Literacy, Math and Reading. In addition students in grades 2-8 take the Iowa Test of Basic Skills. Grade 9 the Aspire, grade 10 Aspire Summative and ASVAB, and grade 11 the ACT. Wisconsin Forward exams are also given to participants in the Choice and SNSP programs.

Our Lady Queen of Heaven (K-2) is not wheelchair accessible

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All ACS teachers are licensed through DPI and hold a bachelor's degree or higher. All support staff are qualified according to the Wisconsin State Standards. Educational instruction and/or services will be provided by a licensed teacher, a degreed paraprofessional, or licensed professional under the DPI standards, including a licensed school counselor or licensed school social worker.

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Peace Lutheran School – Hartford – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Peace Lutheran School serves students in the Hartford community with excellence in a Christ-centered education.

Peace Lutheran provides a Learning Center that works with students who need academic support for success. Through support from the Learning Center, students are empowered to be successful learners toward their individual goals.

Peace Lutheran is also blessed with high quality instructors who care for students' individual needs and seek to find ways to support their students' unique gifts.

Students may receive the following supports through the Learning Center or the classroom teacher:

- Self-advocacy training
- Goal setting
- Review or re-teaching of content
- Monitoring of grades
- Small group or 1:1 assistance (typically 30 minutes per day)
- Study skills training
- Modified curriculum and assignments
- Test taking assistance
- Use of assistive technologies
- Organizational skills

Peace has an agreement with Christian Family Solutions to provide professional counseling sessions to students at no cost to the family for up to three visits. Families may utilize their insurance for additional sessions.

A team comprised of parents and school staff will meet to review and discuss the student's current IEP or services plan (ISP) and develop a modified services agreement. In some special cases, Peace may provide a classroom aide to support the unique gifts of a learner if the team feels it best meets the child's needs. Scholarship students are subject to the same rules as stated in the Peace Lutheran School Handbook available on the school website.

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Peace Lutheran School – Hartford – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All full or part-time teachers have at minimum a bachelor's degree in education from an accredited institution of higher learning.

Our Learning Center Coordinator also holds WI Lifetime licenses T001, 1316, 1088, and 1703. Christian Families solutions employs licensed professional counselors.

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***Pilgrim Evangelical Lutheran School – Menomonee Falls – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Pilgrim Lutheran School helps parents equip children for life's journey with academic excellence and the power of God's Word. The primary objectives of the school are:

to minister with God's Word for the intent of leading our students to repentance and faith in Jesus Christ for life and salvation.

to help parents by providing Christian instruction and a Christian atmosphere for the students as they grow and mature.

to teach the established curriculum in an orderly and sequential manner which will prepare our students for high school and beyond.

to provide a variety of extracurricular opportunities which are conducted in a Christian environment and which allow the students to use their various abilities to the glory of our God.

Currently, Pilgrim Lutheran School serves students with special needs such as: speech and language, mild-cognitive disabilities, learning disabilities, other health impairments, and students identified with ADD/ADHD.

At the current time, speech and language services are provided for qualifying 4K – Grade 8 students through the Local Public School District.

The building and classrooms at Pilgrim Lutheran School are not wheelchair accessible.

Pilgrim Lutheran School provides students with supports to reinforce academic concepts taught as part of the regular education curriculum. As such, the regular education teacher will provide instruction and accommodations as outlined in the Agreement of Services Plan (ASP) plan with the support of the student services coordinator. Pilgrim uses a collaborative approach that includes the parents (guardians), classroom teacher(s), principal, student services coordinator and the student (if appropriate). This team will review the student's most current Services Plan (ISP) and/or Individualized Education Program (IEP). After review and consultation a plan that is agreed upon, called the Agreement of Services Plan (ASP), will be developed to deliver accommodations and modifications. This plan will be reviewed and updated on an annual basis.

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Pilgrim Evangelical Lutheran School – Menomonee Falls – Special Education Profile (cont.)

Formal and informal assessments will occur regularly to determine student progress.

Possible strategies and services that may occur in the regular classroom:

- Modification of assignments and/or curriculum
- Use of assistive technologies and software
- Support of Learning Services personnel during core curriculum instruction

Possible strategies and services that may occur outside the regular classroom:

- Individual or small-group reading and phonics interventions
- Individual or small-group math interventions
- Individual or small-group study support sessions

Note: Individualized services provided outside the regular classroom are typically limited to 30 minutes per day.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The faculty of Pilgrim Lutheran School consists of Seven full-time teachers and three part-time aides who serve a total of 107 students. (3K-8)

All teachers have a minimum of a bachelor degree in education and most are state licensed or are working toward their state teaching licensure.

In addition, Pilgrim Lutheran School has as a $\frac{3}{4}$ time Student Services Coordinator that holds a B.S. in Elementary Education; and is currently enrolled in a Master's degree and licensure program in Special Education.

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Pilgrim Lutheran School – Wauwatosa – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP/Services Plan (ISP). This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student's most current IEP/ISP. They will utilize or modify the current IEP/ISP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school's website or can be picked up at the school.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental services.

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Pius XI Catholic High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Overview:

This college-prep, ungraded, non-credited, resource program provides academic support for students who have been diagnosed with Specific Learning Disabilities or similar educational disabilities by a professional educational evaluator such as a psychologist or IEP Team. The program services are provided to freshmen, sophomores, juniors, and seniors who meet the criteria.

Methods of Support:

All students are 100% mainstreamed into the regular Pius classroom curriculum where they receive academic instruction. Classroom instruction is supported in the resource program by one-on-one support, small group support, and peer tutoring focusing on the development of study skills, successful performance in regular classes, developing compensatory skills, self-advocacy skills, and planning for post-secondary success.

Goals for each student:

- Understand their disabilities and how they affect their learning. [1]
 - Verbally and/or in writing, identify their specific type of disability.
 - List their academic strengths and weaknesses.
 - Prioritize their academic work and responsibilities.
- Compensate for disabilities, leading to academic and personal success. [2]
 - Identify individual compensatory skills (i.e. extra test time, using spell checker, using a note-taker, etc.).
 - Use compensatory skills that are needed for academic success.
 - Develop organization, time management, study, and test-taking skills.
- Communicate with others and advocate for themselves. [3]
 - Meet as needed with their support teacher.
 - Employ solid communication skills to use with peers and teachers.
 - Critically assess their education and communication skills.
 - Meet with their subject teachers to explain their disability and educational needs.
 - Work as a team with their teachers and parents to meet academic goals.
- Build future skill sets. [4]
 - Identify appropriate college majors and/or career goals which complement their strengths and weaknesses.

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Pius XI Catholic High School – Special Education Profile (cont.)

- Identify areas of challenge and implement strategies to overcome these challenges.
- Begin and then finalize post-secondary planning.
- Use their gifts, talents, and strengths to create their best work.
- Maintain trust between themselves and their teachers through honest behaviors.
- Treat others with dignity and respect.
- Recognize they are ambassadors for students with disabilities and be good role models in their community.

Format:

A student who has met criteria will work with the same support teacher from freshmen through senior year. They will schedule time with their support teacher at the beginning of every semester. While in the support room, a student will work on schoolwork, organization, planning, or a test.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The support program is staffed by two educators with Bachelors and/or Masters Degrees in Special Education. Certifications include #1811, Learning Disabilities, #1952, Alternative Education, and #1810, Intellectual Disabilities.

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Prince of Peace – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

Recognizing each child as a unique image of God, the student is the focus of Prince of Peace School. In a nurturing environment of mutual respect, we nourish the mind, body, heart and soul through worship, service and academics.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God's love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God's grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be "a single flock under the care of a single shepherd". Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all

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Prince of Peace – Special Education Profile (cont.)

school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit. Prince of Peace’s facilities are not handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Interventions will be tailored in a fashion guided by student responses and progress. Accommodations for students with disabilities could include use of extended time for completion and conducting examinations or assessments orally.

In addition, Prince of Peace employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, possible 1:1 instruction when needed, Words Their Way, Guided Reading, What I Need (WIN) Time, Transformative Reading Instruction (TRI), Title 1 Reading intervention, Title 3 ESL intervention, Positive Behavioral Intervention & Supports (PBIS), math tutoring, blended learning, and Tier 1 (classroom-based) social-emotional education. Instructional materials include Louisiana Believes, Headsprout, Zearn, Eureka Math, iReady, Lexia Learning, and Dreambox.

Prince of Peace currently has 1:1 Chromebooks and iPads available for instruction and student use. Prince of Peace staff also have access to a Guided Reading Library on-campus and at Seton Catholic Schools’ central offices.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Fountas and Pinnell Reading Assessments, Measures of Academic Progress (MAP), ACCESS, and STAR. Classroom-based assessments include unit tests, exit tickets,

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Prince of Peace – Special Education Profile (cont.)

formative assessments, project-based learning, and individualized progress reports.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

- There will be a team of staff that will work with students in the special needs program as agreed upon in a student's Individualized Education Plan (IEP) or Service Plan.
- This team will include:
 - Instructional Staff/Classroom Teachers who possess a bachelor's degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
 - State of Wisconsin licensed ELA and Math teachers
 - Teaching Staff who hold licenses Special Education licensure from the Wisconsin Department of Public Instruction
 - Reading Teacher
 - Licensed Early Childhood Teachers
 - ELL Specialists
 - Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Racine Christian School - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Mission: Racine Christian School provides covenant youth with instruction that is fully in harmony with the Word of God, and that will equip them to serve God effectively in His world.

Educational Environment: Our mission and values are exemplified in our approach to nurturing all of our students, particularly those with special needs or challenges. Our philosophy is one of inclusion, where students in the same age group grow and learn together in the classroom, in the least restrictive environment possible.

We employ early intervention strategies to identify, evaluate, and assist students who struggle. Our team – administrator and classroom teachers – work in harmony to build a solid foundation for each student so that he or she develops academically, spiritually, socially, and personally.

We network with outside professionals at the local school district as well as other education professionals to provide the best possible supports for students who require additional assistance or programming, and we challenge ourselves to continually learn more about our profession and our students so that they excel. We have a commitment to ongoing development as professionals.

Methods of Instruction

Racine Christian School will meet with the parents of special needs students who have an Individualized Education Program or Services Plan. They will modify the plan through agreement, which may also include any additional services not outlined in the plan that are not available and may benefit the student.

All staff that work with the student will use the modified plan to guide instruction. Interventions will be employed as needed. Instruction and the teaching approaches with the student will regularly be adjusted according to the student's response, progress, and success. The nature, scope, and location of services will be designed to the unique needs of the child. Wherever possible, the student will remain with his or her peers.

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Racine Christian School – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Staff who provide the instruction within the SNSP grant parameters will be licensed teachers with a special education licensure that meets the requirements of the grant. They will be able to demonstrate the ability to design and execute individual student plans for our students with a qualifying IEP or services plan as identified by the Racine Unified School District.

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Randolph Christian School Society, Inc. – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Mission: Randolph Christian School believes that students are spiritual beings made in the image of God with physical, moral, intellectual and social needs. The school endeavors to fulfill those needs through nurturing and instruction so that students grow and mature to use their gifts in the world God created.

Educational Environment: Our mission and values are exemplified in our approach to nurturing all of our students, particularly those with special needs or challenges. Our philosophy is one of inclusion, where students in the same age group grow and learn together in the classroom, in the least restrictive environment possible.

We employ early intervention strategies to identify, evaluate and assist students who struggle. Our team – administrators, resource teacher, classroom teachers and aides – works in harmony to build a solid foundation for each student so that he or she develops academically, spiritually, socially and personally.

We network with outside professionals to provide the best possible supports for students who require additional assistance or programming, and we challenge ourselves to continually learn more about our profession and our students so that they excel. We have a commitment to ongoing development as professionals.

Methods of Instruction

Randolph Christian School will meet with the parents of special needs students who have an Individualized Education Program or Service Plan. They will modify the plan through agreement, which may also include any additional services not outlined in the plan that are available and may benefit the student.

All staff that works with the student will use the modified plan to guide instruction. Push-in and pull-out services may be used to attend to the special needs of the student. Interventions will be employed as needed. Instruction and the teaching approaches with the student will regularly be adjusted according to the student's response, progress and success. The nature, scope and location of services will be fashioned to attend to the unique needs of the child. Wherever possible, the student will remain with his or her peers.

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Randolph Christian School Society, Inc. – Special Education Profile (cont.)

Instructional Materials

Students with special education services will use textbooks and materials also in use in the general education classroom. Other materials and specialized equipment may also be used to augment instruction, as determined by the administrators, special education professionals and classroom teacher. The team will also collaborate to develop and tailor select curriculum and materials that are best suited to the student's ability, in consultation with the student's parents.

Assessment

Formal and informal assessments will occur regularly to determine student progress. The assessment tool used will depend on the student's special need, age and grade level.

Special needs students will participate in state assessment, unless the modified IEP or services plan states otherwise. These assessments may be conducted with or without accommodations.

The special needs team will administer assessments and communicate results to parents. The team will consult with the assessment data to make instructional decisions and to monitor progress. All assessments will be shared with parents during quarterly reports.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Instructional Staff

Randolph Christian School has a team approach to assist students with special needs. The team may include administrators, general education classroom teacher, resource education professional, instructional aides and professional therapists as needed for specialized speech and language, occupational and physical therapy. The current administrator has an EdD in Educational Leadership and leads a team of educators with a minimum of a Bachelor's Degree, years of experience, and ongoing professional development.

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Renaissance Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP/Services Plan (ISP). This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student's most current IEP/ISP. They will utilize or modify the current IEP/ISP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school's website or can be picked up at the school.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental services.

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Risen Savior Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Risen Savior is committed to providing high quality educational services to all students. This includes students with special needs. Risen Savior currently provides support for students with learning disabilities, dyslexia, attention deficit, speech and language impairment, low academic performance, mild autism spectrum, significant developmental delays, low cognitive abilities and behavior issues.

Risen Savior provides excellent support, accommodations, and modifications for students with special needs, including students formally identified with a special need through the public school, students with an Individual Education Plan or a Service Plan, and students who have not received a formal evaluation. Many students receive individualized support and curriculum modifications provided by classroom teachers as well as assistance from the support teachers.

Risen Savior offers the following services to students with special needs:

Services within the regular classroom:

- Modification of assignments and/or curriculum
- Use of assistive technologies
- Support by the classroom teaching assistant in grades K4-K5
- Special Education support within the classroom with strategies, modifications and instruction, reteaching skills

Services outside the regular classroom:

- A special education teacher who provides resources and strategies for curriculum, instruction, in class academic and behavioral support for students with significant special education needs, coordination of outside providers for autism, managing special education evaluations and monitoring through the public school. Individual groups for instruction and/or social skill training using specially designed instruction.
- Reading interventionist providing testing of students to identify reading levels, and possible areas of weaknesses and appropriate intervention, leveled literacy intervention for groups of 3 or less for remediation of reading skills, and tutoring in the Barton Reading & Spelling System for students with dyslexia.

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Risen Savior Lutheran School – Special Education Profile (cont.)

- Title 1 Reading and Math teachers to supplement reading and math curriculum to progress students toward grade level proficiency.
- A licensed Speech Pathologist to provide student speech therapy.
- A licensed Occupational Therapist providing strategies, collaboration and goal attainment of skills.

Process for identifying students in need of special services:

- Students at Risen Savior can be referred for a special education evaluation.
- The public school handles the referrals for Risen Savior for those residing in Milwaukee.
- If a child lives outside of Milwaukee, the public school where the family resides will handle the referral.
- The public school has comprehensive diagnostic specialists who evaluate Risen Savior students determining eligibility for special education.
- The public school currently provides Risen Savior with special education services for Speech and Language in grades K4, K5, and 1st (30 min/1 time a week).

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Special education teacher with the following licenses: Specific Learning Disabilities K-8, Emotional Behavioral Disabilities K-12, Intellectual Disabilities K-12, Reading Specialist K-12, Reading Teacher K-12, and Autism Certification.

Literacy Support and Barton Reading & Spelling teacher with Wisconsin state license.

Speech Pathologist M.A in Speech Language Pathology and certified by ASHA.

Title 1 reading and math teachers with Wisconsin state teaching licenses.

Occupational Therapist BS occupational therapy, WI state license, NBCOT license, and DPI license

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Roncalli Catholic Schools – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The mission of Roncalli Catholic Schools is to provide students in 3K through twelfth grades the opportunity to learn spiritually, academically, and social-emotionally according to the life and teachings of Jesus Christ. We support students who need additional interventions and services as part of the regular education curriculum with support from our Student Services Department. Our vision is to be a community of academic excellence, Catholic in spirit and culture, nurturing integrity and respect.

Roncalli Catholic Schools serves students with special needs such as specific learning disabilities, speech and language impairments, mild intellectual disabilities, high-functioning autism and some medical needs that do not require nursing care. All students with special needs participate in the regular academic curriculum in the classroom. Teachers use a variety of teaching techniques to meet the needs of individual learners including differentiation strategies, accommodations, modifications, individualized learning opportunities and academic interventions. Examples of accommodations include small group or one-on-one reinforcement of concepts, value added instruction, assistance with homework, providing class notes, pre-teaching, preferential seating, and/or small group/individual assessment options. At this time, speech/language services are provided by the Local Education Agency (LEA).

A designated member of the Roncalli Student Services Department will assemble a team that includes the parent(s) and student (if appropriate), and may also include teachers, administrators and/or outside professionals, to discuss the student's IEP, 504 Plan or Services Plan. They will use the document provided as the foundation for a Roncalli Student Learning Plan (SLP), which will be developed through corroboration and mutually agreed upon by the student's parent(s) or guardian and the Roncalli Student Services Team. The SLP will promote the development of academic and social-emotional skills that support success in the classroom and beyond high school. The regular education teacher facilitates implementation of the Student Learning Plan with the support of the Student Services Department in the least restrictive environment. The location and frequency of the academic instruction will be individualized to the student's unique needs. The teacher will use an individualized approach to the student's learning in partnership with collaborative consultants, who will oversee the student's progress and educational plan.

Each level is unique in its support of students with special needs. At the elementary level the focus is on building skills for academic success. In addition to a

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Roncalli Catholic Schools – Special Education Profile (cont.)

collaborative consultant, there is also a certified reading specialist that targets struggling readers in grades K-3. In middle school the focus is on generalizing skills within the classroom through a combination of consultation, classroom support and team teaching. At the high school level independence and self-advocacy are encouraged.

At Roncalli Elementary School (grades PreK-4), instruction is based on regular education learning objectives to build a strong academic and social/emotional foundation. Data through formative and informal/daily classroom assessments provide individualized information. Collaboration between classroom teachers, with parent input, results in an individual plan for the student. In addition to consultation, classroom support and team teaching, accommodations are made as needed based on student need. Accommodations may include, but are not limited to preferential seating, alternative seating, sensory input, breaks, reading tests or taking tests in less distracting settings outside the classroom, and accommodations to test/assignment time, format or response. Individual and/or small group instruction to reinforce, reteach or pre-teach concepts are often used for those students who require additional opportunities to learn. The goal is to develop a strong foundation to become independent learners to be successful at the middle school level. Roncalli Elementary School is not handicap accessible.

At Roncalli Middle School (grades 5-8), in addition to consultation, classroom support and team teaching, accommodations are made as needed based on student need. Accommodations may include, but are not limited to: preferential seating, providing class notes, reading tests or taking tests in less distracting settings outside the classroom, monitoring of homework completion, and accommodations to test/assignment time, format or response. Individual and/or small group instruction to reinforce, reteach or pre-teach concepts are often used for those students who require additional opportunities to learn. This is provided during the regular class block when students are engaged in independent work time or during advisory periods throughout the day. Assignment and test modifications may be made as deemed appropriate by the collaborative consultant and teacher based on core concepts taught in the classroom. The goal is to develop the study skills and strategies needed to be successful at the high school level. Roncalli Middle School is not handicap accessible.

Roncalli High School provides an academic course designed to assist students who have special educational needs with improving their reading comprehension skills, critical thinking skills, and study strategies which are needed to succeed in high school. As an introduction to the concepts and methods needed to increase study

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Roncalli Catholic Schools – Special Education Profile (cont.)

efficiency, the course acquaints students with better study habits. Students will examine their own study habits and discover what practices may or may not be effective. The course allows students to practice the study skills, study habits, and self-management techniques needed for mastering their homework assignments and commitments in all courses. Topics include listening, efficient textbook reading, time management, note-taking, test-taking strategies, test anxiety, and memory strategies. The students will practice implementing these skills with their daily schoolwork from their current classes during this block. General classroom accommodations may also be provided which may include, but are not limited to: preferential seating, providing class notes, reading tests or taking tests in less distracting settings outside the classroom, monitoring of homework completion, and accommodations to test/assignment time, format or response. Individual and/or small group instruction to reinforce, reteach or pre-teach concepts are often used for those students who require additional opportunities to learn. Roncalli High School is handicap accessible.

All students are subject to the rules as stated in the Community Handbook, which can be accessed on the school's website (roncallicatholicschools.org) or picked up from the school.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The Student Services Program provides at least one DPI licensed special educator or adaptive education teacher at each building in the role of collaborative consultant. Additional consultants are DPI certified teachers with training or experience working with special needs students. All services are provided by a licensed teacher, a degreed paraprofessional, and/or DPI licensed school counselor.

Mrs. Ellen Boldt – Collaborative Consultant – Middle School
B.S. – University of Wisconsin – Whitewater; M.A. – Silver Lake College
Licensed as Teacher, Elementary/Middle Level Education, Specific Learning Disabilities, Intellectual Disabilities

Mrs. Cathy Burback – Reading Specialist – Elementary School
B.S. – University of Wisconsin-Eau Claire
Licensed as Teacher, Kindergarten/Elementary/Middle Level Education, Intellectual Disabilities, Reading Teacher

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Roncalli Catholic Schools – Special Education Profile (cont.)

Mrs. Allison Kraynik – Collaborative Consultant – Middle School
B.S. – Silver Lake College
Licensed as Teacher, Early Childhood/Elementary Level Education
120 Hour TESOL Certification & Adaptive Education Certificate

Mrs. Adrienne Lundy – Elementary School Principal
B.A. – University of Wisconsin Stevens Point; M.S. – Education Administration,
Concordia University; Licensed Teacher (Grades PK-12), Licensed School Principal &
Director of Instruction (K-12)

Mrs. Beth Groddy - Reading Supportive Consultant - Elementary School
B.A. - Mount Mary University, Milwaukee, WI
Licensed Teacher (Grades K-12)

Mrs. Julie Neuser – Collaborative Consultant – Elementary School
B.S. – Silver Lake College; M.S.-Professional Development, UW LaCrosse
Licensed as Elementary Education Teacher (K-8), Licensed as Special Education
Teacher Intellectual Disabilities (K-8)

Ms. Joan Nickels – School Counselor – High School
B.S. – UW Stout; M.S. – UW Milwaukee
Licensed for Pupil Services and School Counselor (K-12), Teaching (Short Term
Substitute)

Mrs. Fran Peter – High School Principal
B.S. – University of Wisconsin – Oshkosh; M.S. – National Louis University
Licensed Administrator; Licensed for Teacher Emotional/Behavioral Disabilities,
Intellectual Disabilities, Specific Learning Disabilities, Spanish, Elementary/Middle
Level Education

Mrs. Colleen Piaskowski – Collaborative Consultant – High School
B.S. – Silver Lake College
Licensed for Teacher, Adaptive Education, Elementary/Middle Level Education,
Spanish, TESOL Certification, Reading Teacher

Ms. Samantha Svoboda – School Counselor - Elementary/Middle Schools
B.S. - University of Wisconsin - Green Bay; M.S. - Concordia University - Wisconsin
Licensed for Pupil Services & School Counselor (K-12)

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Roncalli Catholic Schools – Special Education Profile (cont.)

Mr. Steve Thiele – Middle School Principal
B.S. – University of Wisconsin – Oshkosh; M.A. – Lakeland University
Licensed Administrator; Licensed for Teacher, Elementary/Middle Level Education,
Cross-Categorical Special Education, Emotional/Behavioral Disabilities

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Saint Anthony School – Milwaukee – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Anthony School is a Catholic, urban school preparing students for post-secondary education.

Our goal is to help these families realize the “American Dream,” offering academic and spiritual education for the whole child around the two pillars of faith formation and educational excellence. We believe that every student should have the opportunity to succeed and to follow God’s call in his or her life.

St. Anthony School is dedicated to providing methods of instruction to meet the needs of our students, including targeted strategies and interventions within multi-tiered systems of support. St. Anthony School is dedicated to offering students in need of related services, the opportunity to receive designated services in the area of speech and language therapy, academic supports, and social and emotional supports. Parents should contact the lower elementary principal to learn more about St. Anthony School’s programs and services in order to determine if St. Anthony School is the best choice for their child.

St. Anthony School offers a team of professionals, the Student Support Team, within the school designed to provide additional supports to students in need within our school. Students who are formally identified with a special need and those who have not received an Individual Education Plan (IEP) or Services Plan (SP) from a public school. The IEP or Services Plan is modified by agreement (St. Anthony’s Student Support Plan) between our school and the student’s parent/guardian. Many students receive individualized support and curriculum modification provided by classroom teachers as well as support teachers inside and outside of the classroom.

Speech and language services are offered to students via individual pull-out sessions or small group sessions. In addition to sessions with the student, the speech and language pathologist provides support to the teacher and parents/guardians in order to best support students outside of speech and language sessions. St. Anthony School employs a licensed school counselor to provide social, emotional, and behavioral supports within the school. Academic supports are provided within a multi-tiered system of support framework, including WIN (What I Need) intervention for all students in reading, small group instruction with qualified intervention teachers in reading and math and pull-out small group instruction in reading and math via Title I for students in need of tier 2 or higher supports.

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Saint Anthony School - Milwaukee – Special Education Profile (cont.)

St. Anthony School serves students through Student Support Plans. In addition:

Students attending St. Anthony School can be referred for special education evaluation by their teacher.

The public school district handles referrals for St. Anthony School students who reside in the city of Milwaukee.

If a child lives outside of the city of Milwaukee, the public school district where the family resides may handle the referral.

The public school district provides diagnostic specialists such as a special education teacher, a school psychologist, a speech and language pathologist, social worker, etc. who evaluate St. Anthony School students to determine whether a student meets criteria for a disability and if they are in need of special education services.

The public school district currently provides the following special education services at St. Anthony School:

Speech and Language services in grades K4 and K5 (30 minutes/1 time per week)

Significant Developmental Delay services in grades K4 through age 9 (30 minutes/ 2 times per week)

Specific Learning Disabilities services in grades 3 through 6 (45 minutes/ 1 time per week)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Student Support Team administrators and interventionists:

Speech and Language Pathologist
Masters Degree in Speech and Language Pathology
Wisconsin DPI Teaching License

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Saint Anthony School - Milwaukee – Special Education Profile (cont.)

Elementary School Dean of Instruction

BA in Elementary Education

MA in Educational Leadership

Wisconsin State teaching license: Elementary Education

Wisconsin State School Administration license: Principal, and Director of Curriculum

Teaching experience: 11 years

Administration experience: 4 years

Elementary School Principal

MS in Educational Leadership

BS in Industrial Design

Wisconsin State School Administration license: Principal

Wisconsin State School Administration license: Director of Curriculum and Instruction

Wisconsin State teaching license: Bilingual-Bicultural Education

Wisconsin State teaching license: Regular Education (EC-MC)

Teaching experience: 7 years

Administration experience: 1 year

School Counselor

BA

MA in School Counseling

Wisconsin State School Counselor license

Academic interventionist

BS in Elementary Education

MA in Educational Administration

MA in Curriculum and Instruction

Wisconsin State teaching license: Elementary/Middle Level Education

Teaching experience: 23 years

All educational assistants have a minimum of a high school diploma

Title I teachers have a minimum of a bachelor's degree and active Wisconsin State teaching licenses.

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Saint Augustine Preparatory Academy – Milwaukee – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Special Education Provision

St. Augustine Preparatory Academy (Aug Prep) recognizes the gifts and dignity of students with special education needs and strives to serve all students who wish to attend the school. Parents should contact the Director of Student Services to learn more about Aug Prep's programs and services so they can determine if Aug Prep is able to meet the student's unique needs, and if Aug Prep is a good fit for the student.

In determining whether Aug Prep is able to meet a student's needs, Aug Prep will review information and documentation obtained from the family and/or other entities, such as the resident school district or private service providers. For example, Aug Prep will review information such as a student's current IEP or Section 504 plan, most recent evaluation report, and transcripts. Normally, the students whose needs can be appropriately met at Aug Prep will include students with certain learning disabilities, developmental delays, speech and language impairments, and other health impairments. A case-by-case determination will be made depending on the scope and intensity of needs.

Identification of Need

Aug Prep identifies students who may need special education support in the following ways:

- Parents will be required to disclose and provide any current IEPs, section 504 Plans, or other special education support plans as a part of the enrollment/admissions process.
- Students currently attending Aug Prep can be referred for a special education evaluation by the Director of Student Services, normally after or in conjunction with a variety of intensive intervention.
- At any time, a parent may refer their student for a special education evaluation through the Director of Student Services or through their resident public school district.

Agreement Upon Services Provided

A student who is referred internally for special needs generally will first receive intervention within Aug Prep. Depending on the student's progress and other factors, Aug Prep may refer the student to the resident school district for a special education evaluation.

If, upon completion of the evaluation, the public school district determines that the student is eligible under IDEA, the public school district will develop an Individual

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Saint Augustine Preparatory Academy – Milwaukee – Special Education Profile (cont.)

Education Plan (IEP). Aug Prep will request a copy of the IEP and meet with the family to review and discuss the provisions of the IEP, what services are available at Aug Prep, and whether Aug Prep can appropriately meet the student's needs.

For students whose needs can be met at Aug Prep, Aug Prep will develop a Personalized Learning Program (PLP), which may include some, but not necessarily all, portions of the IEP. The PLP is reviewed with the family and agreed upon by the school and the student's parent/guardian.

Method of Instruction

Special education instruction at Aug Prep follows an individually designed programming model to fit the unique needs of each student. Services are delivered through a full-inclusion push-in model in the general education classroom, with support from special education instructors. In addition, services may be delivered through small group interventions, depending on the student's individual needs. In certain cases, special education teachers may also deliver interventions away from the general education classroom. Special education teachers provide individualized curriculum modifications of the grade level general education curriculum. The public school district may also provide services at Aug Prep, depending on the circumstances.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Director of Student Services

- BA- Collaborative Teacher (Special Education) 6-12
- MA- Masters: Curriculum and Instruction
- Ed. D: Doctorate of Education in Ethical Leadership
- Wisconsin State Teaching License: Provisional (Sped Cross Cat.)
- Teaching Experience: 20 years
- Administration Experience: 3 years

High School Special Education Teacher

- BS- Bachelors of Science Degree in Psychology and Bio-Anthropology
- Wisconsin State Teaching License: Special Education- Cross Categorical
- Teaching Experience: 5 years

High School Special Education Teacher

- BA- Bachelor of Arts Degree in Liberal Arts
- MS- Master of Education Degree
- Wisconsin State Teaching License - Special Education Cross Categorical
- Teaching Experience: 12 years

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Saint Augustine Preparatory Academy – Milwaukee – Special Education Profile (cont.)

High School Special Education Teacher

- BS- Bachelor of Science Degree in Psychology and Government
- Teach for America
- Teaching Experience: 2 years

Middle School Special Education Teacher

- BA- Bachelor of Arts in Business Administration
- MA- Master of Education in Exceptional Education (Special Education)
- Wisconsin State Teaching License
- Teaching Experience: 7 years (Substitute/Paraprofessional/Teacher)

Middle School Special Education Teacher

- BS- Bachelor of Science in Education
- Wisconsin State Teaching License: Childhood to Early Adolescence (1st-8th)
- Teaching Experience: 7 years

Middle School Special Education Teacher

- AA- Associate of Arts in Social Science
- BA- Bachelor of Arts in Psychology
- Post Baccalaureate Certification in Elementary
- Wisconsin State Teaching License: Lifetime Educator License Tier III
- Teaching Experience: 22 years

Middle School Special Education Teacher

- BS- Bachelor of Science in Elementary Education
- Wisconsin State Teaching License: Elementary Education and Early Childhood Special Education
- Teaching Experience: 5 years

Middle School Special Education Teacher

- BA- Bachelor of Arts in Business Management
- Wisconsin State Teaching License: In progress
- Teaching Experience: 12 years (Paraprofessional/Resource Teacher/Interventionist)

Elementary School Special Education Teacher

- BS- Bachelor of Science in Elementary Education
- Wisconsin State Teaching License: Provisional (Lifetime License in progress)
- Teaching Experience: 13 years

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Saint Augustine Preparatory Academy – Milwaukee – Special Education Profile (cont.)

Elementary School Special Education Teacher

- BS- Bachelor in Science in Elementary/Middle Education and Geography
- Wisconsin State Teaching License: Regular Education and Middle Childhood/Early Adolescence
- Teaching Experience: 4 years

Speech and Language Therapist: Grades K4-11

- BS - Bachelors of Science Degree in Speech and Language Pathology
- MS - Master of Science Degree in Speech and Language Pathology
- Certificate of Clinical Competence in Speech-Language Pathology
- American Speech and Hearing Association Membership
- DPI License - Speech and Language Pathology: Early Childhood through Adolescence
- Experience: 4 years

High School Social Worker: Grades 9-11

- BS - Bachelors of Science Degree in Psychology
- BS - Bachelors of Science Degree in Bible
- MSW - Masters of Social Work
- State of Wisconsin License of Advanced Practice Social Worker
- Experience: 10 years

High School Social Worker: Grades 9-11

- BS - Bachelors of Science Degree in Social Work
- MSW - Masters of Social Work
- State of Massachusetts License of Clinical Social Worker
- Experience: 3 years

Middle School Social Worker: Grades 6-8

- BS - Bachelors of Science Degree in Social Work
- BA – Bachelor of Arts in Psychology
- MSW - Masters of Social Work
- Experience: 1 year

Elementary School Social Worker: Grades K4-5

- BSW- Bachelors of Social Work Degree
- MSW- Masters of Social Work Degree
- State of Wisconsin License of Advanced Practice Social Worker
- DPI Pupil Services--Provisional License School Social Work (PK-Grade 12)
- Experience: 2 years

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Saint Augustine Preparatory Academy – Milwaukee – Special Education Profile (cont.)

Art Therapist: Grades K4-11

- MSAT- Masters of Science in Art Therapy
- BFA- Bachelors of Fine Arts in Art Education (K4-12)
- Experience: 6 years

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Saint Bruno Parish School - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Bruno Parish School will serve the special needs of our students by planning interventions that will allow them to achieve at or closer to grade level in all areas of their learning. IEP's and Service Plans will be regularly reviewed, and learning plans will be adjusted to accommodate changing needs of students. St. Bruno's staff includes a Special Education teacher, a Speech Therapist, and two part-time Special Education Support teachers. In addition to speech therapy through SNSP at St. Bruno, speech therapy is provided one time weekly by the Kettle Moraine School District. Therapists coordinate their goals and efforts. These will be determined by the IEP's and Service Plans of our SNSP students.

It is anticipated that St. Bruno will hire additional specialists, depending on the specific needs of our SNSP students. Possible additions are a counselor for students with sensory or anxiety disorders, and/or an occupational therapist.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Our Speech Therapist and Special Education Teacher are both licensed by the State of Wisconsin. Our Special Education Support Teachers are both experienced in serving special needs students, and one of them is licensed as a teacher of special education. All 14 classroom and special area teachers and the administrator at St. Bruno Parish School are licensed by the State of Wisconsin. Seven of our teachers have bachelor's degrees and seven, including our administrator, have master's degrees.

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Saint Charles Borromeo Catholic School – Milwaukee – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

St. Charles Borromeo Parish School is dedicated to faith, family, and future. We are a faith community rooted in the Catholic tradition and the Gospel teachings, challenged to further our Baptismal call. We believe our Catholic education provides opportunities to grow spiritually and morally through religious instruction, prayer, and the Eucharistic celebration of the sacraments, develop intellectually through a strong academic curriculum, promote positive social interactions which value and respect the dignity and worth of each human person, and share our time, talent, treasure with others in our global community.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God's love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God's grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

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Saint Charles Borromeo Catholic School – Milwaukee – Special Education Profile (cont.)

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

St. Charles Borromeo’s facilities are handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Interventions will be tailored in a fashion guided by student responses and progress. Accommodations for students with disabilities could include extended time, 1:1 or small-group testing with teaching staff, quiet or distraction-free testing spaces, assessment modification, curriculum modification, reteach & retake, study sessions, and conducting assessments orally.

In addition, St. Charles Borromeo employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, What I Need (WIN) Time, whole group/small group alternation, Guided Reading, Title 1 Reading intervention, and individualized and small-group Reading intervention. Instructional materials include BrainPOP, Raz Kids, ReadWorks, Zearn, iReady, Lexia Learning, Dreambox, Zones of Regulation, Newsela, Louisiana Believes, and Khan Academy. St. Charles Borromeo currently has Chromebooks available for instruction and student use, as well as SMART Boards in every classroom and document cameras. St. Charles Borromeo staff also have access to a Guided Reading Library both on-campus and at Seton Catholic Schools’ central offices.

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Saint Charles Borromeo Catholic School – Milwaukee – Special Education Profile (cont.)

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Measures of Academic Progress (MAP), Fountas and Pinnell Reading Assessments, Educational Software for Guiding Instruction (ESGI), and STAR. Classroom-based assessments include unit tests, exit tickets, live scoring, and project-based assessments.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student's Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor's degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff that includes a Wisconsin Department of Public Instruction licensed Speech Communications teacher and School Counselor
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Saint Charles Borromeo Primary School – Chippewa Falls – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Our Mission: Committed to the formation of community, academic excellence and the spiritual and physical wellbeing of each student in the spirit of Jesus Christ.

Our Vision: We are the school of choice for an excellent Catholic faith based education within the Chippewa Falls area. We welcome all families to be a part of our school community no matter their faith or financial means. In partnership with our parents, we form the whole child in support of our values and mission. Our vision of the whole child consists of a lifelong learner, who upon graduation, is academically prepared for post-secondary education and career, grounded in relationship with Jesus Christ, balanced physically and emotionally, and actively engages as servant leaders in family, parish, and civic communities.

Method of Instruction: MACS serves students with special needs such as specific learning disabilities, speech and language impairments, mild cognitive disabilities, high-functioning autism and some medical needs that do not require nursing care. All students with special needs participate in the regular academic curriculum in the classroom. Teachers use a variety of teaching techniques to meet the needs of individual learners including differentiation, modifications, academic intervention, enrichment and individualized learning opportunities.

The current IEP from the public school, modified and agreed upon between MACS and the parents of the student with special needs, is implemented in the regular classroom with the option for individualization in a small group or one-on-one setting with an interventionist. The current math and literacy curriculums include tier 2 and 3 level interventions allowing all students to pursue and succeed in the regular curriculum.

Specialized programming is also available and may include literacy and math intervention using research-based supplemental materials such as Sound Detectives, Sound Partners, Foundations, and others. The use of smart boards, iPads and Chromebooks is integrated into all aspects of the curriculum. Technology is also available for individualized instruction.

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Saint Charles Borromeo Primary School – Chippewa Falls – Special Education Profile (cont.)

Speech/Language therapy and Title 1 reading and/or math services are available on site, provided by qualified staff from the Chippewa Falls Public School.

Assessment: All students are evaluated at regular intervals throughout the year using district approved curriculum-based measures such as Easy CBM. Data from these evaluations is analyzed by teachers, specialists and the principal and used for making educational decisions. Students with special needs can be evaluated on a more frequent basis (bi-weekly or monthly) to ensure interventions are being successful. Additional academic modifications can be made based upon student progress.

Parents will receive quarterly progress reports. More frequent feedback to parents can be arranged as outlined on the agreed upon ISP.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The Student Support Services Coordinator, who will supervise all special education services, has a Master's Degree in Special Education and has a Cross-Categorical teaching license for grades K-12 from the Wisconsin Department of Public Instruction. The interventionist has experience and training in working with special needs students. All classroom teachers are licensed by the state of Wisconsin and most have advanced degrees and additional training in special needs. A reading specialist is on staff at the elementary level. Two full time counselors, one at the middle school/high school level and one at the elementary school level are part of the educational team.

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Saint Coletta Day School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Coletta Day School provides special education services within a unique school environment. A positive and structured learning atmosphere helps the students to achieve their best academically, socially and spiritually. We are a “school within a school” located within the St. Sebastian Community. Our long history helps to provide the consistency and stability necessary to maintain the strong bond between the two schools.

Our program is best suited for students who are at least nine years old and capable of academic achievement and possess sufficient self-care skills to be independent. We have expanded our program to include two classrooms and a School-based Transition Program for students ages 18-21. We have a full-time instructional staff of five, one full-time Administrator, and one full-time Administrative Assistant.

Our curriculum is designed to support students at their current level of functioning and to bridge the gap between their current level and their expected level of functioning. Following a teacher modeling approach we use research-based explicit instruction that is compatible with the common core skills. Other elements of our teaching methods incorporate approaches known as gradual release of responsibility and backwards by design as well as reciprocal teaching. The use of these methods combined with our structured routine directly benefits students who learn differently.

What sets us apart from other programs that work with students with intellectual disabilities is our learn-at-your-own-pace approach. We offer small class sizes in a comfortable and safe environment. Structure and flexibility within the classroom setting ensures self-esteem. We partner with the Urban Ecology Center for environmental education and with Alverno College for art education and art therapy activities.

Our students tend to learn best by a hands-on approach. Lessons are designed so that our students take an active, participatory role in their own learning adding great value to their education. Where a textbook lesson may not be appropriate, the hands-on method imprints the lesson or activity for them because they are “doing” something rather than simply hearing about doing something.

Our School-based Transition Program continues the values and methods developed in the school program with an emphasis on life-skills and community interaction. Developing job-related skills and preparing the young adults for independence is a focus of the Transition Program.

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Saint Coletta Day School – Special Education Profile (cont.)

With the Urban Ecology Center (UEC) we are part of their Neighborhood Environmental Education Project for environmental education. The Urban Ecology Center provides outdoor educational experiences 12 times throughout the school year. Summer camp specifically designed for our students is also a possibility through the UEC.

Our partnership with Alverno College provides art education and art therapy experiences. This partnership encourages our students to create and design in an atmosphere of exploration. Because our school serves as a host site for students from Alverno College, we have access to some of the best practices in the art education and art therapy fields.

Finally, our student-centered field trips reinforce all of the classroom lessons and life lessons that we teach. Each activity becomes an additional learning experience. The students feel a sense of pride and accomplishment through these “learning beyond the classroom” experiences. Our students also give back to the community through their participation in local service projects in their neighborhood. Using public transportation to reach our destinations not only serve a purpose and fulfill a great need in our community, but also teach our students necessary life skills that will help them attain independence.

We are proud that our current student population includes African-American, Asian, Hispanic and Caucasian ethnicities and represents families of all economic backgrounds.

Core Values:

- Integrating moral values into the curriculum
- Respecting and promoting each student’s uniqueness
- Instilling a responsibility to serve others
- Inspiring each child to a lifelong love of learning
- Recognizing religious, cultural and learning differences
- Fostering a caring atmosphere for the entire school community
- Maintaining on-going communication and cooperation between the school staff and families

Critical Components to St. Coletta Day School:

- Learn at your own pace program
- Small class size
- Individual attention
- Structure/flexibility

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Saint Coletta Day School – Special Education Profile (cont.)

Staff stability, complimentary skills
Self-esteem building
Comfortable environment
Parent involvement
Direct communication with parents
Continued, creative funding

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

William A. Koehn

License 1810 Teacher B.S. (Intellectual Disabilities Pre-K – 12th), WI DPI, 1977

License 106 Teacher B.S. (Elementary Education), WI DPI, 1977

Master of Arts – Administration, Concordia University, 2014

Rachel Lustig

BA History – Marquette University 2014

T301 - Emergency Teacher – WI DPI, 2015

License 1801 Cross-categorical Special Education (MC-EA) – UW Milwaukee, 2016

Master of Science- Exceptional Education – UW Milwaukee 2017

Courtney Roskos

T001- Emergency w/ Stipulation Teacher, License #1001340860, WI DPI 2017

License 1801 Cross-categorical Special Education (MC-EA), UW Milwaukee 2019

CindySue Nielsen

AAS - Early Childhood Education, Management, Instructional Assistant, WCTC, 2007

BS - Educational Studies - Middle School – Carroll University, 2013

Master of Science - Adult and Continuing Education – Carroll University, 2017

Sarah Bechitsao

BA Psychology, Cardinal Stritch, 1999

Master of Arts in Education, Cardinal Stritch, 2005

Traci Schneider

BS in Exercise Science & Physical Education - Southern Illinois University, 2000

Jennifer Sowinski

BA in Graphic Design – Marketing - UW Stout, 1991

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Saint Elizabeth Ann Seton Catholic School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Saint Elizabeth Ann Seton Catholic School provides students with mild to moderate identified needs both academic and behavioral support in a number of ways including:

- Differentiation, modification, and/or accommodation of the general education curriculum by the general education teacher in conjunction with the special education/intervention team,
- Pull-out remediation for reading,
- Pull-out remediation for math,
- Paraprofessional support,
- Use of individual positive behavior systems by the general education teacher in conjunction with the special education/intervention team, and
- Use of universal proactive behavior strategies (classroom and/or school) in conjunction with the special education/intervention team.

Saint Elizabeth Ann Seton Catholic School does not provide some services including, but not limited to speech and language, occupational therapy, or physical therapy. Some special education services are provided by the Sheboygan Area School District.

Saint Elizabeth Ann Seton Catholic School is not a handicap accessible building.

All SNSP students will be held to Saint Elizabeth Ann Seton Catholic School standards and policies as stated in the school handbook.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

It is a requirement of Saint Elizabeth Ann Seton Catholic School that teachers be fully licensed by the state of Wisconsin and maintain their license. All teachers have a minimum of a bachelor's degree. The following staff members will provide oversight and instructional/behavioral support for students with disabilities:

- Full- time Learning and Intervention Coordinator - Specific Learning Disabilities PK-12 license and master's degree in curriculum and instruction with an emphasis in reading
- Paraprofessional - Special Education Program Aide license with 3 years of experience working with students identified as having emotional behavior disorders

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Saint Elizabeth Ann Seton Catholic School – Special Education Profile (cont.)

- Paraprofessional - Special Education Program Aide license with experience and Wisconsin School Social Worker license
- Paraprofessional - Two years of experience
- Principal - Teaching license including At-Risk and Alternative Education, Principal's license, Director of Curriculum and Instruction license, and Director of Special Education and Student Services license. Also holds a master's degree with specialty in At-Risk and Alternative Education.

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Saint Ignatius of Loyola Catholic School - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Our vision:

We will increase the number of virtuous leaders, thinkers, and intentional Disciples of Christ working to rebuild our culture.

St. Ignatius Catholic School will support students with a Services Plan and/or Individualized Education Program (IEP). These services will be conducted first and foremost in the least restrictive environment to the greatest extent possible. The most recent services plan or IEP will be implemented by the modified agreement between St. Ignatius Catholic School and the parents of the special needs student. Any related services not in the services plan or IEP will be outlined in the agreement.

Differentiated instruction, modified curriculum, educational assistants, and small group or individual instruction are all examples of potential modes of instruction as outlined by the agreement.

Students currently with a services plan or IEP at St. Ignatius Catholic School include Speech and Language, Other Health Impairment, and students with a Specific Learning Disability.

All students, including SNSP students, agree to the St. Ignatius Catholic School handbook and the policies therein.

St. Ignatius uses Measures of Academic Progress (MAP) for school wide assessment.

St. Ignatius is currently not accessible to wheelchairs. The main floor does have accessibility to the core curriculum classes and to Holy Cross church, where our Masses and other religious services are held. We currently have no access to the specials (physical education, art, music, choir, band, Spanish) nor to the cafeteria.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teaching staff hold a minimum of a Bachelor's degree.

All Educational Assistants possess a minimum of a high school diploma or its equivalent.

All staff will be overseen by the System Administrator (Master's Degree in Education) or the designate.

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Saint James Lutheran School – Shawano – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. James Lutheran School will provide students with mild learning disabilities supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP or Service Plan. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. The delivery of these services is child-centered. Decisions about assessments and interventions are based on each child's needs.

Whenever possible, students receiving special education services will remain with their peers. The classroom teacher, special education teacher and administrator determine the services that are needed for the child. The nature, extent, and location of services will be tailored to the unique needs of the child.

Both formal and informal assessments are used in determining student progress. The specific evaluation tools that are administered depend on the nature of the disability and the student's age and grade level. These assessments may be administered with or without standard accommodations by the general education (classroom) teacher, special needs staff, or instructional assistants.

In addition to mild learning disabilities, St. James is able to provide support for those students with speech and hearing disabilities. Students work on an individual basis with a specialist in a private setting. Again, the nature and extent of services will be based upon the needs of the child.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Each teacher who is employed at St. James Lutheran School working with students requiring special needs holds a minimum of a bachelor's degree. It is a requirement at St. James that teachers be fully licensed by the State of Wisconsin and maintain their license(s). Special services provided for St. James Lutheran School students include Title services offered in reading and math by Shawano Community Schools personnel, Mrs. Judy Tuma.

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Saint James Lutheran School – Shawano – Special Education Profile (cont.)

St. James also offers speech and auditory services provided by the following specialists:

Dr. Kristin R. DePouw, Au.D., CCC-A

Audiologist (holding both clinical and educational licenses)

Total years of experience: 18 years, 6 of those spent in education

Present Employer: CESA 8

Ms. Megan Lindstrom, MS, CF-SLP

Speech Language Pathologist

Total years of experience: 1 year, graduated May 2020

Present Employer: Shawano Public Schools

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Saint John Evangelical Lutheran School – Waterloo – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. John Ev. Lutheran School exists to provide a high quality, Christian education that will enable students to be academically successful and productive citizens in the future. Realizing that God has blessed students with special and varied abilities, general classroom teachers provide academic growth opportunities for all students in their classrooms.

St. John Ev. Lutheran School will make reasonable modifications to educational programming and procedures if necessary within the regular educational classroom. We offer an academically appropriate education for each child based on their academic needs.

Title I services in reading and Speech Therapy by a speech pathologist are offered on campus through the school district of Waterloo.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers at St. John Ev. Lutheran School hold a minimum of a bachelor's degree in education and have been certified through the Wisconsin Evangelical Lutheran Synod. All support staff are qualified according to the Wisconsin standards.

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Saint John XXIII Catholic School – Port Washington – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. John XXIII Catholic School is committed to meeting the individualized learning needs of all students. The curriculum, instruction and assessment components at St. John XXIII are student-focused with individualized accommodation plans for students that benefit from them. The cross-curricular approach at St. John XXIII allows students to succeed at all ages and ability levels. The St. John XXIII Learning Support staff assist students when help is needed outside of the classroom. In the classroom, all students are provided with necessary accommodations in order to achieve individual learning goals. A few of these approaches include flexible seating and manipulatives in order to maintain student focus; voice enabled devices; and testing accommodations. Regular education teachers also provide small group and individualized instructional support in the areas of math, reading fluency and comprehension and study skills. Additionally, students at the middle school level participate in a daily intervention period called Flex Time. Elementary students participate in Flex Time 3 times a week. During this time, students have the opportunity to receive focused small group intervention through either their regular education teacher or a specified interventionist. When necessary, students receive additional support in these areas through a reading or math interventionist. Some of the intervention programs we implement include, Leveled Literacy Intervention, Early Literacy Intervention and i-Ready. The PWSSD also provides Speech and Language support through a certified Speech Pathologist.

We collaborate with the Port Washington-Saukville School District in creating IEP/Service Plans for particular students. The PWSSD provides initial testing and assists in creating student plans that help us to accurately meet our students' needs. Our staff implements these accommodations and participates in regular progress checks in collaboration with the public school district special education staff. Additionally, a team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student's most current IEP or Service Plan. They will utilize or modify the current plan to the agreement of all stakeholders. Scholarship students will be subject to the same expectations as stated in the Family Handbook. The Family Handbook can be read on the school's website or can be obtained through the school office.

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Saint John XXIII Catholic School – Port Washington – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

It is a requirement at St. John XXIII Catholic School that teachers be fully licensed by the state of Wisconsin and maintain their license. All teachers hold a minimum of a Bachelor's degree. In addition, we have teachers who hold the following:

- Amy McMullen -Bachelors in Early Childhood, Regular Education Certification- Reading License #316
- Marie Lippe- Bachelors in Early Childhood Education, Prek-3
Masters in Curriculum and Instruction
Certification- Reading License #316
- Laura Gallitz- Bachelors Elementary/ Middle level Education and English #300
Alternative Education license
Cross Categorical / Special LD license -RITE program
Reading license #316
- Rebecca Olin- Bachelors Elementary and Special Education License- Mild Interventions K-6 and Elementary Generalist
- Cindy Gibson- Bachelors in Elementary Education English (Grades 6-8)- License #1300
Elementary/Middle Level Education (Grades 1-8)- License #1088
Math (Grades 6-8)- License #1400
- Deborah Miller- Bachelors Physical Education-Prekindergarten to 12th grade
- Geralyn Masse – Bachelors of Art and Science
- Melissa Wellenstein – Bachelors in Social Work
Masters in Community Health Counseling
Licensed Professional Counselor
- Anna Penkwitz- Bachelors Elementary-Middle Education, Minor in ESL
- Adam Chilinski- Masters Middle Childhood-Early Adolescence, Cross Categorical Special Education
- Erika Mogilevsky – Bachelors Elementary Education 1-8, Middle School Math
Master of Science in Education, Math Specialist Certification

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Saint John's Evangelical Lutheran School – Sparta – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. John's Lutheran school includes an Extended Learning Program (ELP) that ensures every child is receiving the necessary interventions and accommodations to be successful within a regular classroom setting. The Extended Learning Program works cooperatively with parents, teachers, and students to verify sufficient academic progress. Interventions, modifications, and accommodations recommended by the Extended Learning Program are faithfully implemented by classroom teachers and tutors within the school. The accommodations, modifications, and interventions take on many forms such as modified reading and spelling courses, individual tutoring, and small group work for specific skills. St. John's provides remedial math groups, speech and language services through our Local Educational Agency, and specific modifications to homework as needed. Each student who is enrolled in the Special Needs Scholarship Program will be given quarterly updates which report how interventions on his/her service plan were carried out for that period. The child's educational team (teachers, school administrator, ELP Director, tutors, parents, and student) will also decide whether or not the service plan is in need of revision for continued academic progress.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

St. John's teachers hold a Baccalaureate of Science in Education. The tutors who work individually with students hold specific licenses or specialized training and instruction to help them carry out their duties. All adults who work directly with students are given background checks.

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Saint John's Lutheran School – Lannon – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Methods of Instruction

St. John's will provide special education accommodations and services to students who have special needs. All students will participate in the general education courses through our mainstreamed classrooms. Students are then given accommodations by the general education teacher according to their individual needs. Accommodations include, but are not limited to: a variety of methods of instruction, in-class support, and one on one academic intervention. All of these are designed to help each individual child achieve their goal.

St. John's will also offer speech and language, OT and PT support to those students who qualify with speech and language, OT or PT impairments; services will be in accordance with the student's IEP or services plan.

Examples of these modifications can include but are not limited to: allowing students to use adaptive materials such as scissors, writing utensils, and technology in place of traditional implements. For children with speech and language concerns, teachers may allow for written or typed lessons rather than oral lessons. Students may have the option of alternative seating. Adaptations for testing will also occur as needed. Students will be allowed longer time periods for taking tests and may do some sections orally in a one on one situation with a proctor.

Finally, in our upper grades, we offer RtI sessions three times a week where students needing extra help in reading and math are given small group instruction and modifications according to their learning style and academic needs.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

St. John's will ensure that a licensed speech and language pathologist will provide the speech services, a licensed occupational therapist will provide the needed occupational therapy, and a physical therapist will provide the needed physical therapy.

All general education teachers at St. John's hold a minimum of a Bachelor's degree.

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Saint John's Lutheran School – Lannon – Special Education Profile (cont.)

In addition, we have teachers who hold Wisconsin state teaching licenses. All teachers are required to take a minimum of 6 credits every 5 years per school policy to continue to develop as professionals. Additionally, we have on staff a teacher who specializes in dyslexia and reading remediation. She is a certified specialist in the Orton-Gillingham program of instruction. She is available for all of our students who need additional help in these areas.

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Saint John's Lutheran School – Newburg – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Our main method of special education is mainstreaming in the classroom. All of our teachers have experience in the classroom and have taught children with a variety of special needs, including students with Service Plans and also students with special needs whose parents elected not to have their child(ren) evaluated by the school district. We have had success with mainstreaming because of our low student-to-teacher ratio and the social skills that are built while remaining in the whole group.

Our staff is in close communication with the school district for students who receive services from the district. The speech therapist is in regular communication with the classroom teachers.

Students who are struggling with reading and math skills work with volunteers in a one-to-one environment to strengthen those skills. The classroom teachers work with the volunteers to assign tasks that specifically focus on the deficiencies. Our goal with the funding is to administer a more robust special education service to our students in general, but specifically towards those with Services Plans. We hope to create a paid position to work with our students with special needs, not in place of, but in addition to the current corps of our wonderful volunteers.

Our building is ADA compliant.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Our school currently has 5 full-time and 2 part-time teachers who serve a total of 75 students. All seven of the teachers obtained their Bachelor of Science in Education degrees from Martin Luther College in New Ulm, MN. (MLC was previously named Dr. Martin Luther College, DMLC, until 1995. Two of the teachers graduated from DMLC prior to 1995.) Two of the teachers earned a Master of Science in Education degrees from Martin Luther College. Two of the teachers hold a state of Minnesota teaching license, two hold a Wisconsin teaching license, and the rest are in the process of earning their Wisconsin teaching licenses. Our preschool teacher spends 10 hours a week working as our extended learning teacher with individuals or small groups for grades K-8.

The current volunteers at our school include grandparents of current or past students, some of whom are retired teachers with many years of classroom experience.

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Saint John's Lutheran School - Watertown – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. John's Lutheran School exists to provide Christ-centered education to equip children of Jesus for this life and the life to come. As we teach young minds and prepare young hearts, we strive for an educational program devoted to furthering His Kingdom and maintaining academic excellence. In addition, we assist parents in the Christian upbringing of their children, we encourage students and families to live according to Christ's example.

In our efforts to provide a complete Christian education, we provide all essential parts of the curriculum of an elementary education. A complete course of study is offered in the secular subjects commonly taught in 4K – Grade 8, as well as religious studies according to God's Word in connection with the Wisconsin Evangelical Lutheran Synod (WELS) teachings.

St. John's Lutheran School will make reasonable modifications and accommodations to educational programming within the regular educational classroom for students that meet the criteria to qualify for special education services. We offer an academic appropriate education for each individual child based on his or her need and approved by both parents and school.

St. John's also provides learning services outside the regular education classroom that includes:

- Individual or small group reading and phonics interventions
- Individual or small-group math interventions
- Individual or small-group study support sessions

Note: Individualized or small group services provided outside the regular classroom are typically limited to 20-30 minutes per day.

Speech and language services are provided for qualifying 4K – Grade 8 students through the Watertown Unified School District.

Title I services are provided for qualifying kindergarten – Grade 3 students by the Watertown Unified School District.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers at St. John's Lutheran School hold a minimum of a Bachelor's Degree in Education.

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Saint Joseph Catholic Academy – Kenosha – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Joseph Catholic Academy has high expectations and standards for all admitted students. Some students will require additional support and assistance to achieve their academic and personal goals. During the admissions process, a previously written IEP or services plan (ISP) is evaluated and considered in light of the resources available at St. Joseph Catholic Academy. Though St. Joseph Catholic Academy is not legally bound to adhere to previously written IEP or ISP, every attempt is made to provide reasonable support and accommodations to all admitted students. Using a student's IEP or ISP as a guideline, an accommodation plan will be developed and agreed to by both St. Joseph Catholic Academy and the parents/guardians of the special needs student.

Currently, SJCA serves students with special needs such as: speech and language, mild-cognitive disabilities, learning disabilities, other health impairments, and students identified with ADD/ADHD.

METHODS OF INSTRUCTION

SJCA personnel meet with parents and the student (if appropriate) to develop an accommodation plan based on an existing IEP or ISP. The accommodation plan outlines services and support that SJCA will regularly provide to the student and the family. This plan will be developed with mutual understanding and agreement between SJCA and the student's parents. The parties will regularly review and revise this plan according to the student's progress and needs.

- SJCA regularly invests in resources that provide tiered differentiation and intervention, as well as materials that supplement our core curriculum.
- Regular education classroom teachers implement interventions and instruction as outlined in a student's accommodation plan.
- Some of the interventions and instructions are provided in the classroom setting or in small group pull-out sessions.
- The SJCA Learning Support Specialists monitor student accommodation plans and collaborate with regular education teachers.
- Teacher and student-led tutoring programs provide one-on-one or small group support to students in a specific subject area.
- Volunteers support students with and without accommodation plans through small group work and pull-out sessions during the school day. The frequency of this intervention is dependent on an individual student's needs.

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Saint Joseph Catholic Academy – Kenosha – Special Education Profile (cont.)

- Formal and informal assessments will occur regularly to determine student progress.
- SJCA licensed school counselors provide social and emotional support to all students, as well as academic planning. Counselors also support teachers with in-classroom needs.
- KUSD Title I Reading and Math teachers provide intervention and support for students identified as most in need, and who meet Title I qualifications.
- Students may be referred to KUSD for special education evaluations. KUSD will determine if a student is eligible for any special education support.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All SJCA teachers have a minimum of a Bachelor's degree. In addition to regular education classroom teachers, the following staff members will provide support, direction and resources for any student in need of special services.

Learning Support Specialist - Grades Preschool through 5

BA - Bachelor of Arts Degree

Wisconsin State License: Professional Educator – Lifetime

Teaching Experience - 50 years

Learning Support Specialist - Grades 6 - 12

BA - Bachelor of Arts Degree

MA - Masters of Science Degree (Reading)

Wisconsin State Licenses: Political Science, Broad Field Social Studies, PDP Team Member, Alternate Education & Reading Teacher

Student Support Experience - 13 years

School Counselor - Grades 6 through 12

BS - Bachelor of Science

MS- Master of Science in Educational Psychology

Wisconsin State License: School Counselor

Counseling Experience - 3 years

School Counselor - Grades 6 through 12

BS - Bachelor of Science

MA - Master of Science in School Counseling

Wisconsin State License: School Counselor applied for

Counseling Experience – 1 year

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***Saint Joseph Catholic School – Boyd – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Some students at St. Joseph Catholic have service plans. In fulfilling their service plans they already meet with the public school to provide instruction. With the special needs vouchers, students with service plans or individualized education plans (IEPs) will receive additional services from a special education teacher at St. Joseph School in addition to any minutes that they already receive from the public school. They will continue to work on the goals specified in the service plan or the agreement of services. These students will work on goals in a one on one setting as well as in small group settings within the classroom to ensure they are getting the optimal learning experience.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Early Childhood Special Education-License Number 1809

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***Saint Joseph School - Rice Lake – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Joseph School (SJS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teachers, school administrator and intervention teacher, will meet to review the student's most current Individualized Service Plan (ISP) and/or Individualized Education Plan (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to develop and agreed upon St. Joseph School Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and other interventions.

St. Joseph School is not wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

License #1088 and #1811, Bachelor in Education

St. Joseph School teachers hold a current Wisconsin Teaching License. Support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed classroom teacher, a licensed special education teacher, or a degreed paraprofessional.

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Saint Joseph Parish School – Grafton – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Joseph Parish School is committed to providing a high-quality faith-based education to all students. The curriculum, instruction and assessment methods at St. Joseph Parish School are student-focused with individualized accommodation plans for students with a variety of learning needs. Within the classroom, all students are provided with the necessary accommodations and support needed to meet their individual learning goals.

Regular education teachers provide small group and individualized instructional support in the areas of reading, math, writing, language, study skills, and social/emotional development. Our teachers make accommodations to meet the academic, behavioral and social/emotional needs of every student. A few of these accommodations include: modified assessments, differentiated assignments, decreased workload, flexible seating arrangements, additional time given to meet learning targets, and the utilization of manipulatives, visual cues, and graphic organizers to assist with variances in learning styles.

Students with emotional or behavioral needs are provided accommodations such as: individualized behavior plans, opportunities for short breaks, assistive technology, check-in/check-out systems and opportunities for incentives. Students with hearing needs are accommodated through the use of an FM system, proximal seating arrangements, progress monitoring and various instructional techniques including non-verbal cues for communication between student and teacher.

When necessary, students receive additional support before and after school from classroom teachers and aides in the areas of reading and math support. Throughout the day, students needing support in reading fluency and comprehension receive individualized or small group intervention from our regular education teachers, classroom aides and reading support teacher. Struggling readers are taught strategic reading behaviors that encourage independence in regards to word recognition, phonemic awareness, and making meaning out of what has been read. The reading support teacher uses an adapted method of Reading Empowerment.

Admittance to the reading support program is based on teacher feedback, MAPS testing results and the students score on the Fountas and Pinnell Benchmark Assessment. Ongoing evaluation of student progress determines how often the small groups or individuals meet with the reading support teacher.

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Saint Joseph Parish School – Grafton – Special Education Profile (cont.)

St. Joseph Parish School collaborates with the Grafton Public School District in creating IEP/Service plans for students who qualify for special education services. The Grafton School District provides initial testing and assists in creating student plans that help us to accurately meet our students' needs. Our staff implements these accommodations and participates in regular progress monitoring in collaboration with the public school district's special education staff. Additionally, a team of stakeholders, which could include student, parents, special educators, classroom teachers, and school administration, will meet in order to discuss the student's most current IEP or Service Plan. They will utilize or modify the current plan to the agreement of all stakeholders.

All special education services are contingent upon the mutual agreement between St. Joseph Parish School and the family, which is signed by both the parent and a School Administrator or designee, and outlines the services that St. Joseph Parish School is able to provide.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student's Individualized Education Plan (IEP) or Service Plan. This team will include:

Instructional Staff/Classroom Teachers who possess a bachelor's degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction

MA Education Psychology - 740

Intellectual Disabilities – 1810 Reading Teacher - 1316 Mathematics - 1400

English - 1300

Educational Assistants who possess a minimum of a high school diploma or its equivalent.

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Saint Lucas Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Saint Lucas Special Education Program

Saint Lucas is committed to providing high quality educational services to all students. This includes students with special needs. Saint Lucas currently provides support for students with intellectual disabilities, cognitive difficulties, attention deficit hyperactivity disorder, dyslexia, emotional behavior challenges, hearing deficits, significant developmental delays, speech/language impairments, and low academic achievement.

Methods of Instruction

Saint Lucas provides excellent support for students with special needs, including those who are formally identified with a special need through an IEP (Individual Education Plan) or a Services Plan (a document similar to an IEP for students in non-public/private schools), and those who have not received a formal individual education plan. Many students receive individualized support and curriculum modifications provided by classroom teachers, as well as assistance from other support teachers.

Saint Lucas also offers the following services to students with special needs:

Reading Specialist to provide individualized and small-group phonics, reading, and spelling instruction for students with dyslexia or with lower academic achievement in reading and spelling

Support Teachers to provide additional instruction and to assist with in-class support for students

Title I reading and math teacher to provide small-group instruction and to help advance students toward grade level proficiency

Licensed Therapist to provide social and emotional support for students and their families

Speech Language Pathologist to provide speech and language therapy for students

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Saint Lucas Lutheran School – Special Education Profile (cont.)

Saint Lucas has students who qualify for an IEP if enrolled in a public school and/or a Services Plan if enrolled in a non-public/private school. In addition:

Students at Saint Lucas can be referred for a special education evaluation

Milwaukee Public Schools (MPS) handles referrals for Saint Lucas students who reside in the city of Milwaukee

If a child lives outside of Milwaukee, the public school where the family resides can handle the referral

The public school provides diagnostic specialists such as a school psychologist, special education teacher, speech and language pathologist, social worker, etc. who evaluate Saint Lucas students to determine if they meet criteria for a disability and if they are in need of special education services

The public school provides special education services at Saint Lucas:

Speech and Language Services in grades K4 & K5 (30 minutes/1 time per week)

Significant Developmental Delay services for students aged 4-9 (30 minutes/2 times per week)

Specific Learning Disability services in grades 3 through 6 (45 minutes/1 time per week)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Reading Specialist and Special Needs Scholarship Program Teacher

- Bachelor of Science in Education
- Master of Science in Education with a Minor in Special Education
- Wisconsin State Teaching License: Grades 1-9
- Teaching Experience—21 years
- Certified Barton Dyslexia Tutor—6 years experience
- Autism Line Therapist—1 year experience
- Title I Reading and Math Teacher—5 years experience

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Saint Lucas Lutheran School – Special Education Profile (cont.)

Title I Reading and/or Math Teacher—Grades K5-8

- Bachelor of Science in Education
- Wisconsin State Teaching License

Support Teacher

- Bachelor of Arts in Educational Studies
- Experience—11 years

Licensed Professional Counselor LPC-IT

- Bachelor of Science in Elementary Education
- Early Childhood Education Certification
- Master in Education and Counseling
- Teacher Experience—15 years
- Counseling Experience—2 years

Rehab Solutions, LLC

- Alicia Kraucunas, CCC-SLP
- Experience—30 years

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Saint Marcus Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Marcus is committed to providing high quality educational services to all students who are admitted through the random selection process. This includes students with special needs. St. Marcus currently serves students with autism, cognitive disabilities, traumatic brain injury, emotional behavior disabilities, specific learning disabilities, other health impairments, significant developmental delays and speech/ language impairments.

Methods of Instruction

St. Marcus provides excellent support for students with special needs. Students who are formally identified with a special need and those who have not received an Individual Education Plan (IEP) or Services Plan (SP) from a public school. The IEP or Services Plan is modified by agreement (St. Marcus Summary of Services document) between our school and the student's parent/guardian. Many special needs students receive individualized support and curriculum modification provided by classroom teachers as well as support teachers in the classroom. St. Marcus provides the following services to students with special needs:

- Special Education Teachers to provide replacement curriculum instruction, in-class academic and behavior support for students with significant special education needs
- Resource Teachers to provides instruction for students with significant special education needs and assist with in-class support
- Title I Reading & Math teachers to supplement our reading and math curriculum to progress students toward grade level proficiency
- A Licensed School Counselor to provide social and emotional support
- A Licensed Therapist to provide student and family support
- A Licensed Speech Pathologist to provide student speech therapy

St. Marcus has students with IEPs' (Individual Education Plan) and/or a Service Plan (a document similar to an IEP for non-public/private schools). In addition:

- Students at St. Marcus can be referred for an special education evaluation
- The public school handles referrals for St. Marcus students who reside in the city of Milwaukee

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Saint Marcus Lutheran School – Special Education Profile (cont.)

- If a child lives outside of Milwaukee, the public school where the family resides can handle the referral
- The public school provides diagnostic specialists such as a school psychologist, special education teacher, speech and language pathologist, social worker, etc. who evaluate St. Marcus students to determine if they meet criteria for a disability and if they are in need of special education services
- The public school currently provides special education services at St. Marcus
 - Speech & Language Services in grades K4 & K5 (30 minutes /1 time per week)
 - Significant Developmental Delay services in grades K4 through age 9 (30 minutes /2 times per week)
 - Specific Learning Disability services in grades 3 through 6 (45 minutes /1 time per week)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

- Kindergarten & Primary Special Education Teacher - K4 – 4th Grades
 - BS - Bachelors of Science Degree – Elementary Education
 - Wisconsin State Teaching License – Elementary Education – Grades 1-6
 - Wisconsin State Teaching License: Cross Categorical Special Education
 - Teaching Experience – 35 years
- Kindergarten & Primary Special Education Teacher - K4 – 4th Grades
 - BS - Bachelors of Arts Degree – Elementary Education
 - Wisconsin State Teaching License – Early Childhood Special Education – Birth to 3
 - Teaching Experience – 1 year
- Middle School Special Education Teacher - Grades 5 – 8
 - BS - Bachelors of Science Degree – Exceptional Education – Emotional Behavior Disorder Emphasis
 - Wisconsin State Teaching License: Special Education Grades 1-8; Elementary Education Grades 1-8
 - Minnesota State Teaching License: Elementary Education K-8
 - Teaching Experience – 14 years
- Kindergarten & Primary Resource Teacher - K4 – 4th Grades
 - BS - Bachelors of Science Degree
 - Wisconsin State Teaching License: Elementary Education K-8
 - Teaching Experience – 6 years

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Saint Marcus Lutheran School – Special Education Profile (cont.)

- Kindergarten & Primary Support Teacher - K4 – 4th Grades
 - BS - Bachelors of Science Degree-Comprehensive Special Education
 - Wisconsin State Teaching License: Substitute License
 - Teaching Experience - 28 years
- Middle School Resource Teacher - Grades 7– 8
 - BS - Bachelors of Science Degree, MA -Administration
 - Wisconsin Teaching License: Administrator Life License, Elementary to Middle School K-8
 - Teaching Experience – 22 years
- Middle School Special Education Teacher - Grades 5 – 8
 - BS - Bachelors of Science Degree – Elementary Education
 - Wisconsin State Teaching License: Elementary Education Grades 1-8, Special Education Cross Categorical
 - Teaching Experience – 8 years
- Licensed Speech Pathologist
 - MA-Masters of Arts in Speech and Language
 - BS-Bachelors of Science Degree in Speech and Hearing Services
 - Tutoring Experience – 14 years
- Four - Title I Reading and/or Math Teachers – Grades K5 – 6
 - BS - Bachelors of Science or Arts Degree
 - Wisconsin State Teaching License – Elementary Education Grades K-8 or Grades 1-8
 - Teaching Experience – Range: 5-10 years
- School Counselor – Grades - K3 – 8
 - MA - Masters of Science Social Work
 - Wisconsin State License Clinical Social Worker
 - Experience – 4 years
- Licensed Therapist – Grades - K3 – 8
 - MA - Masters of Science
 - Wisconsin State License – Clinical Social Worker
 - Experience – 18 years

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***Saint Mark Lutheran School – Eau Claire – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Our Mission:

The mission of St. Mark Lutheran School is to assist parents, both in the congregation and community, in providing their children a Christ-centered education, preparing them for life with their Savior here on earth and eternally in heaven.

Educational Environment :

St. Mark Lutheran School's main method of special education is mainstreaming in the classroom. Our teachers have experience in the classroom and have taught children with special needs, including students with Service Plans (ISP). We have had success with mainstreaming because of our low student-to-teacher ratio and the social skills that are built while remaining in the whole group.

Methods of Instruction:

The most recent Individualized Education Program (IEP) or Service Plan (ISP) will be implemented, as modified by agreement, between the school and parent of the special needs student. In addition, related services not included in the IEP or ISP will be outlined and agreed upon by the school and parent. This program, plan, or related services outline will guide instructional methods.

General education teachers will provide instruction and interventions that align with the student's IEP or ISP.

Students who have special education needs have access to the following supports:

One on one time with an assigned aide

Small group time

Differentiated instruction

Speech therapy as provided through the Eau Claire Area School District

Yearly ISP meetings as provided through the Eau Claire Area School District

Title I Services for qualifying students in Reading and Math as provided through the Eau Claire Area School District

Rights

Students enrolled in the Special Needs Scholarship Program will receive a St. Mark Lutheran School Parent Handbook which outlines the rights of the participating student and their parents.

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Saint Mark Lutheran School – Eau Claire – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The following staff members may provide instructional support for students with disabilities as outlined in their agreed upon IEP or ISP:

General education classroom teachers:

Possess a bachelor's degree or beyond from an accredited university

Plan and implement the instructional program, in collaboration with the administrative staff

Monitor student progress and direct activities of teacher aides who work with students

Administrative staff:

Possess a bachelor's degree from an accredited university

Possess or working towards a master's degree from an accredited university

Monitor student progress and direct activities of general classroom teachers and teacher aides who work with students

Teacher aides:

Possess a high school diploma or its equivalent

Perform teaching-related activities and non-teaching assignments at the direction of administrative staff or general education classroom teacher

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Saint Mark Lutheran School – Green Bay – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Mark Lutheran School is here to assist parents in the Christian education of their child. Our mission comes from our Lord when He said, “Parents... bring (your children) up in the training and instruction of the Lord.” (Ephesians 6:4b) We welcome this opportunity to give children the quality Christ-centered education, which they so vitally need.

St. Mark Lutheran School has a special education program that helps students with a wide variety of special needs to be successful in school. The Student Services Coordinator, in cooperation with the parents and regular education teachers, writes an Adaptive Education Plan (AEP) for each student who requires accommodations in order to be successful in the regular classroom. For students who display an academic need, St. Mark will gladly make reasonable modifications to educational programing and procedures within the regular educational classroom.

When a student is identified as needing more intensive intervention, the Student Services Coordinator writes an Individualized Learning Program (ILP) with specific, measurable goals for the student. Students with ILPs are taught by the special education teacher or another approved student services provider individually or in small groups in our Student Services classroom. The Student Services classroom was designed specifically for special education, and it has a wide variety of special education materials available so that children can be taught in the ways they learn best. Progress monitoring is done regularly to ensure that the student is making sufficient progress, with the materials or approach modified for students as needed. Parents of children with ILPs receive regular progress reports for their children.

Additional services are available to students with special needs. Title I services and speech therapy are provided through the Green Bay Area Public Schools District, and St. Mark also has a licensed speech- language pathologist who provides additional speech and language services to our students as needed.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All K-8 teachers at St. Mark Lutheran School hold a minimum of a Bachelor’s Degree in Education.

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Saint Mark Lutheran School – Green Bay – Special Education Profile (cont.)

St. Mark has four teachers that work specifically with students who have special needs.

Our Student Services Coordinator and lead special education teacher has a Master's degree in Special Education and holds state licenses in Regular Education, Specific Learning Disabilities, Adaptive Education, Cross-Categorical Special Education, and Social Studies. She is also a certified trauma practitioner and trainer for education.

St. Mark has two other teachers who work with students who have special needs. One of those teachers has a license in elementary education and middle school communication arts/literature; she is currently pursuing a Master's degree in educational leadership with a special education emphasis. The other teacher is working toward her special education license and plans to complete that during the 2021-2022 school year and also plans on completing her Master's degree in special education soon after.

St. Mark also has a licensed Speech-Language Pathologist who retired from doing speech and language therapy in the public schools, but now she spends her time working with students at St. Mark.

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Saint Martini Lutheran School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP/Services Plan (ISP). This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student's most current IEP/ISP. They will utilize or modify the current IEP/ISP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school's website or can be picked up at the school.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental services.

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Saint Mary Saint Michael School - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Mission: The mission of St. Mary/ St. Michael Catholic School is to develop lifelong learners who value all of God's creation and contribute to their community by living out their Catholic values.

Educational Environment: Students receiving special education services will receive those services in the least restrictive environment with the non-disabled peers. St. Mary/ St. Michael Catholic School will network with outside professionals to provide the best available support for students who require additional assistance or programming, and we challenge ourselves to continually learn more about our profession and more about our students so that they excel academically. We have a commitment to ongoing professional development.

Methods of Instruction: St. Mary/ St. Michael Catholic School will meet with the parents of students who have an Individualized Education Program or Services Plan. The school and parents will work together to modify the plan through agreement, which may also include additional services not outlined in the plan, but are available and may benefit the student.

All staff working with the student will use this modified plan to guide instruction. Push-in and pull-out services may be used to attend to the special needs of the student. Interventions will be employed as needed. Instruction and the teaching approaches for the student will be adjusted regularly according to the student's response, progress and success. The nature, scope and location of services will be structured to attend to the unique learning needs of the child. Wherever possible, the student will remain in the regular classroom with his or her peers.

Instructional Materials: Students receiving special education services will use textbooks and materials also used in regular education classrooms. Other materials and specialized equipment may also be used to augment instruction, as determined by the administrators, special education professionals and classroom teacher. The team will also collaborate to develop and tailor curriculum and materials that are best suited to the student's ability, in consultation with the student's parents.

Assessment: Formal and informal assessments will occur regularly to determine student progress. The assessment tool used will depend on the student's special needs, age and grade level. Special needs students will participate in state assessments (gr. 3-

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Saint Mary Saint Michael Catholic School – Special Education Profile (cont.)

8), unless the modified plan states otherwise. These assessments may be conducted with or without accommodations. Teachers and special needs staff will administer assessments and communicate the results to parents. The team will utilize this assessment data to make instructional decisions and to monitor progress. All assessments will be shared with parents through quarterly reports.

Instructional Staff: St. Mary/ St. Michael Catholic School uses a team approach to assist students with special needs. The team may include administrators, general education classroom teachers, resource education professionals, instructional aides and professional therapists as needed for specialized instruction in speech and language, occupational and physical therapy, and other needs specified on the modified plan.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The school will outsource speech and therapy services as needed. These services will be provided by licensed teachers having earned a minimum of a bachelor's degree from an accredited college or university. The school also plans on hiring a part-time special education resource teacher who will also be required to have a bachelor's degree from an accredited institution. The licenses will correspond to the service being provided (i.e. speech).

All current teachers at all grade levels have bachelor degrees from accredited colleges and universities. All teachers have elementary, special education, or subject specific licenses issued by the State of Wisconsin.

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Saint Mary's Springs Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

SMSA provides Catholic centered educational opportunities and programming to support students with a variety of ability levels. We currently serve students with special needs such as: speech and language, learning disabilities, mild health impairments, and students identified with ADD/ADHD. Our vision is to provide a Christ-centered educational approach for all students who attend, facilitated by teachers through academic differentiation, intervention, enrichment, and individualized learning opportunities. We strive to find the strengths of our students and grow them.

St. Mary's Springs Academy Mission: St. Mary's Springs Academy, rooted in Christ's teaching, academic excellence, and service to Church and community, prepares students to meet global challenges and become leaders of tomorrow.

St. Mary's Springs Academy Vision: SMSA inspires students to live a purpose filled life through inclusion in Catholic community, development of God-given strengths, and a commitment to individualized academic achievement.

Educational Environment: Students requiring specialized education services will receive their services in the least restrictive environment, and to the greatest extent possible, receive their education in the regular education classroom with their peers.

Methods of Instruction: The most recent IEP or service plan will be implemented, as modified by the agreement between St. Mary's Springs Academy and the parents of the special needs student. Related services, not included in the IEP or service plan, will also be outlined in the agreement.

Regular education teachers will provide instruction and accommodations as outlined in the mutually agreed upon plan. The teacher will use an individualized approach to their learning in partnership with the Student Services Director who oversees the student's progress and educational plan.

To the greatest extent possible, students receiving specialized educational services will have access to resources and supports to ensure their success. Our staff is trained in reading intervention, Love and Logic, and differentiated instruction that allow for students to experience educational success. The location and frequency of the instruction will be individualized to the student's unique needs. A speech and language professional will provide speech services on campus for students meeting eligibility criteria for a speech and language impairment (IEP or Service Plan).

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Saint Mary's Springs Academy – Special Education Profile (cont.)

Instructional Materials: Students who receive specialized educational services may utilize regular classroom materials, but may have additional supplementary materials to support their learning. These materials will be made available per the mutually agreed upon plan.

Assessment: SMSA utilizes both formal and informal assessment to document progress. All students are assessed routinely in reading and math in grades K-8 at the beginning, middle, and end of the school year. Additionally, we participate in statewide Forward Exam in grades 3-8 and 10. Our high school students take the Aspire test in grades 9-10 and our 11th grade students take the ACT. Students with disabilities will participate in the state assessment and school assessments, unless parentally opted out. Students are allowed testing accommodations listed on their mutually agreed upon plan. The assessments can be given in a variety of environments to meet the student's needs. Overall, we use assessments in conjunction with classroom based performance to closely monitor achievement and ensure our students are making expected gains.

Parents will receive a progress report from the student services staff quarterly based on the student's progress towards their goals outlined on their plan, in addition to the progress reporting done through the general education teacher.

Rights: Students enrolled in the SNSP will receive documentation that outlines the rights of the participating student and their parents:

- Comparison of Rights of Students with Disabilities and their Families under state and Federal Education Law under the Wisconsin Special Needs Scholarship Program.
- SMSA Parent/Student Handbook

All special education services are contingent upon the mutual agreement between St. Mary's Springs Academy and the family, which is signed by both the parent and a SMSA School Administrator or designee, and outlines the services that SMSA is able to provide. Students who do not have a signed agreement will not be served through the program.

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Saint Mary's Springs Academy – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

It is a requirement of SMSA that teachers be fully licensed by the state of Wisconsin and maintain their license. All teachers have a minimum of a Bachelor's degree. The following staff members will provide oversight and instructional support for students with disabilities outlined on the agreed upon IEP or service plan.

Director of Student Services, Grades PK-5
Bachelors of Science, Special Education
Masters of Science, Special Education
WI Teaching Licenses: Cross-Categorical Special Education; Early Childhood;
Intellectual Disabilities
Teaching Experience-18 Years

Interventionist, Grades PK-5
Bachelors of Science, Elementary Education
WI Teaching Licenses: Elementary/Middle Education; Adaptive Education
Teaching Experience-15 Years

Director of Student Services, Grades 6-12
Bachelors of Science, Special Education
Masters of Science, Psychiatry
WI Teaching Licenses: Early Childhood; Learning Disabilities; Emotional-Behavioral
Disabilities
Teaching Experience-16 Years

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Saint Patricks Elementary – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Aquinas Catholic Schools (ACS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teacher(s), school administrator, and school counselor, will meet to review the student's most current Services Plan (ISP) and/or Individualized Education Program (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to create an agreed upon ACS Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and/or individual assessment options. A modification example may be that the foreign language requirement is waived. Currently, some special education services are provided by the Local Education Agency (LEA). SNSP student will be held to ACS standards and policies as stated in each school handbook.

ACS elementary school buildings are not wheelchair accessible.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Saint Paul Lutheran School – Bonduel – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Paul Lutheran School will provide students with mild disabilities, supplementary academic support in order to reinforce and re-teach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP or Service Plan. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. The delivery of these services is child-centered. Decisions about assessments and interventions are based on each child's needs.

Whenever possible, students receiving special education services will remain with their peers. The classroom teacher, special education teacher and administrator determine the services that are needed for the child. The nature, extent, and location of services will be tailored to the unique needs of the child.

Both formal and informal assessments are used in determining student progress. The specific evaluation tools that are administered depend on the nature of the disability and the student's age and grade level. These assessments may be administered with or without standard accommodations by the general education (classroom) teacher, special needs staff, or instructional assistants.

Our building is on two levels and is not wheelchair accessible to the second floor. St. Paul does not provide physical or occupational therapy.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers at St. Paul have a BA in Education from a 4 year accredited university or college. One classroom teacher also has a MA in Leadership and Counseling.

The Director of Special Education/resource teacher has a BS in education, a MA in Educational Counseling, and additional credits in Special Education. She was certified as a Special Education teacher. She does have training in Autism and has worked in school districts in the areas of LD, CD, and BD.

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Saint Paul Lutheran School – Green Bay – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

General Understandings concerning St. Paul's Extended Learning Program

St. Paul Lutheran School provides a valued commodity in the Christian education program it offers to families. The Extended Learning Program is designed to expand our Christian education for those with individual needs. Teachers, parents, and students consider it a privilege to have an extended learning program. Teachers, parents, and students will also understand their roles in meeting individual student needs.

Extended learning at St. Paul is best served in the following priority:

1. Early identification.
2. A revolving door of intervention.
3. A well planned program of remediation or extension.

Mission

The mission of St. Paul Lutheran School is to teach children and their families about God's plan of salvation, to guide them in applying their faith to their lives and to share that faith with others through an excellent Christ-centered curriculum and environment.

Goals

In faithful service to the mission and ministry of St. Paul Lutheran School the ELP program strives:

1. To assist students with appropriate instructional plans on specific academic abilities, prescribed academic standards, and mutually determined goals.
2. To advise parents concerning assessment and intervention options available through home, school, church, and community resources.
3. To aid teachers in delivering appropriate instruction, adjusting the academic program, and providing resources aimed at increasing student achievement and meeting individual student needs.

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Saint Paul Lutheran School – Green Bay – Special Education Profile (cont.)

Educational Environment

Students in need of special education services will receive such services in the least restrictive environment. Research has shown that students with disabilities benefit psychologically, socially and academically when they are educated in the least restrictive environment. Students will receive instruction in whole class instruction, small groups, and individual instruction.

Instructional Methods and Materials

In accordance with the regulations of the Special Needs Scholarship Program, the most recent Individualized Education Program (IEP) or Service Plan (ISP) will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

Interventions will be tailored to the needs of each student in the classroom and individually pulled out for instruction if necessary. A wide range of instructional materials are used in the ELP program. The materials are suitable to use with all students, including those with disabilities.

Assessments

The ELP Coordinator will facilitate formal and informal assessment of students needs through a broad range of standardized and classroom-based assessments.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

There will be a team of staff that will work with students in the ELP program as agreed upon in a student's IEP or Service Plan. This team will include: Instructional Staff/Classroom Teachers who possess a bachelor's degree or beyond from an accredited university or college.

GENERAL EDUCATION/CLASSROOM TEACHERS - Will plan and implement the instructional program, in collaboration with the administrator and special education staff will monitor student progress and direct activities of instructional assistants (aides, other support staff, etc.) who work the students possess a bachelor's degree or beyond from an accredited university or college.

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Saint Paul Lutheran School – Green Bay – Special Education Profile (cont.)

SPECIAL EDUCATION STAFF - Are part of a collaborative special education team working under the direction of the administrator to provide academic, emotional and developmental support to all students as may be needed. This team may include outside consultants as deemed appropriate. They will work in collaboration with the general education/classroom teacher to adjust curriculum and instruction to meet individual needs. Staff may teach select lessons in a smaller group setting or one-on-one as the needs of the child or IEP dictate. Staff members possess or are in the process of obtaining certified training in special education.

INSTRUCTIONAL ASSISTANTS - Will perform teaching related activities and non-teaching assignments at the direction of the administrator, classroom teacher and/or special education staff, they may teach select lessons in a smaller group setting or one-on-one as the needs of the child or IEP dictate and possess a high school diploma or its equivalent.

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Saint Paul Lutheran School – Luxemburg – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Paul Lutheran School will provide students with mild learning disabilities supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP or Service Plan. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. The delivery of these services is child-centered. Decisions about assessments and interventions are based on each child's needs.

Whenever possible, students receiving special education services will remain with their peers. The classroom teacher, special education teacher and administrator determine the services that are needed for the child. The nature, extent, and location of services will be tailored to the unique needs of the child.

Both formal and informal assessments are used in determining student progress. The specific evaluation tools that are administered depend on the nature of the disability and the student's age and grade level. These assessments may be administered with or without standard accommodations by the general education (classroom) teacher, special needs staff, or instructional assistants.

Our building is on one main level and is wheelchair accessible. St. Paul does not provide physical or occupational therapy.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers at St. Paul are Wisconsin State Certified and have a BA in Education from a 4 year accredited university or college. One classroom teacher also has her MA in Educational Leadership.

In addition, our resource teacher has a BA in education, a MA in Educational Leadership, 3 additional credits in Autism Across the Spectrum, and 3 additional credits in Neurodiversity.

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Saint Paul Lutheran School – Sheboygan – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Paul Lutheran School provides excellent support for students with special needs; those who are formally identified with a special need and are provided with a plan of service. St. Paul will implement a plan of service after meeting with the students' parent and special education representative from Sheboygan Area school district. The delivery of Student Services is child centered. Decisions about assessments and interventions are based on each child's needs.

St. Paul offers the following services to students with special needs:

- Title I Reading and Math instruction to supplement our reading and math curriculum to progress students toward grade level proficiency.
- Reading integration specialist, part-time
- Math integration specialist, part-time
- Small group or one-on-one tutoring with a teacher or support teacher.
- After school hours to get help from teachers.
- Learning Accommodations are provided to students in the classroom with documented learning needs.
- St. Paul has students with current plans of service.
- St. Paul can refer students to the Sheboygan Area School District for testing and evaluation.

St. Paul Lutheran School does NOT offer,

- Handicap accessible rooms/building
- Full-time one-to-one instructors or educational aides.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers at St. Paul hold a BA in education from a four year accredited college/university.

Tutors from Sheboygan Area School District hold a degree or certificate in Special Ed.

One teacher holds a certificate as a reading interventionist.

One part-time teacher will have a Special Ed degree or certificate.

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Saint Paul's Lutheran School – East Troy - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Teachers modify their lessons and assignments as needed which might include a student doing the work orally, working one-on-one or in a small group with the help of a tutor, doing a modified assignment, using special technology/software, etc. Students with special needs may have individualized goals/learning targets. Behavioral supports are provided with individualized charts, think sheets, mini meetings with a teacher and proactive problem solving.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The classroom teachers have 4-year degrees in education and all the teachers hold a WI state teaching license. Our Early Childhood Education Director has a special education degree as well. Our tutors hold a minimum of a high school diploma with many years of classroom experience. Many tutors have college degrees in various areas with some having been classroom teachers themselves.

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Saint Paul's Lutheran School – Howards Grove - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Paul's Lutheran School exists to partner with parents to shine Christ's light on children's lives.

As we work to serve students, we recognize that God has blessed all students with unique and varied abilities. St. Paul's will provide special education accommodations and services to students who have special needs. All students will participate in the general education courses and be mainstreamed into classrooms. Students are then provided accommodations by the general education teacher according to individual needs.

Our staff works in close communication with the school district for students who receive services from the district. Currently, this includes speech and language needs for students in grades 4K through grade 8. A licensed speech therapist is currently utilized once a week for students with speech needs.

St. Paul's has a licensed teacher on staff who is available two days per week to periodically assist students with disabilities. Our certified teaching staff works to meet individual needs of all students, including those with disabilities.

Examples of services within the regular classroom that could be provided include:

- Modification of assignments and/or curriculum
- Use of assistive technology
- Support of personnel during instruction
- Allowing students to use adaptive materials

Examples of services outside of the regular classroom that could be provided include:

- Individual or small group interventions
- Individual or small group support sessions
- Individual or small group goal setting
- Test taking assistance
- Organizational skills

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Saint Paul's Lutheran School – Howards Grove - Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All full or part-time teachers have at minimum of a bachelor's degree in education from an accredited institution of higher learning.

Qualifying students will work with Mrs. Natalie Jensema for speech and language disabilities. Mrs. Jensema is a licensed speech-language pathologist for the Howards Grove School District. Speech and language sessions with Mrs. Jensema are approximately 30 minutes long, once per week, on site.

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***Saint Paul's Lutheran School – Menomonie – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Our school does work with our public school district to implement testing for students in need of an evaluation. When an IEP or service plan is developed, we do have regular meetings to create an agreement of services for those students with service plans or IEP's. The public school district provides Title I instruction for reading and speech pathology a few times per week for students with service plans. We feel that adding a new teaching position on our staff as a full-time intervention teacher to assist those students with an IEP or service plans will help us greatly. This teacher will be able to be used as a push-in teacher in classroom instruction for those students with an IEP or service plan and will be able to return to a small classroom of her own to implement one on one instruction for those students in assisting them in completing their work from the regular education classroom teacher. This teacher will also be able to implement further activities given by the Title I reading and Speech teachers. The day for her will be across the span of grades in helping students who have traditionally struggled to complete academics at our school or who would have had a hard time with limited Title I intervention at our school.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The teacher we would fill this new position with has a bachelor's degree in education from an accredited college. She has credits toward a master's degree in curriculum and instruction and is scheduled to be attending dyslexia training, the Christian Educators for Special Education Conference (CESE) and will schedule other related courses with Title II funds if her position is approved. She has taught at our school for more than three decades and has been working closely with our Title I teachers as a primary grades teacher for those years of service. She has also tutored math students for years outside of the school day from both inside and outside of our school family. She has long had an interest and natural ability for remedial teaching and this is a perfect fit for her. She will be the perfect fit for this new position as she has an excellent relationship with our Title I teachers, district psychologists, and the students and parents who will benefit from her work as our SNSP teacher.

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***Saint Peter Immanuel Lutheran School – Milwaukee – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student's IEP/Services Plan (ISP). This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student's most current IEP/ISP. They will utilize or modify the current IEP/ISP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school's website or can be picked up at the school.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

A team of regular education and/or special education teachers who hold at minimum a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental services.

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Saint Peter Lutheran School - Freedom – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Educational Environment

Saint Peter Lutheran School has a special education program that helps students with a wide variety of special needs to be successful in school.

Methods of Instruction

The most recent individualized education program or services plan will be implemented, as modified by agreement, between the school and parent of the special needs student. In addition, related services not included in the individualized services program or services plan will be outlined and agreed upon by the school and parent. This program, plan, or related services outline will guide instructional methods.

General education teachers will provide instruction and interventions that align with the student's individualized education program or services plan.

Students who have special education needs have access to the following supports:

- Classroom Modifications and Accommodations
- Modified Math Instruction
- Reading Interventions
- Small Group Time
 - Re-teaching
 - Support in Study Skills
 - Support in Organization

Additional services are available to students with special needs. Title 1 services and speech therapy are provided through the Freedom Public School District.

RIGHTS

Students enrolled in the Special Needs Scholarship Program will receive a St Peter Lutheran School Parent Handbook which outline the rights of the participating student and their parents.

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Saint Peter Lutheran School – Freedom - Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The following staff members may provide instructional support for students with disabilities as outlined in their agreed upon individualized education or service plan:

General education classroom teachers

- Possess a bachelor's degree or beyond from an accredited university
- Plan and implement the instructional program, in collaboration with the administrative staff
- Monitor student progress and direct activities of teacher aides who work with students

Administrative staff

- Possess a bachelor's degree from an accredited university
- Possess or working towards a master's degree from an accredited university
- Monitor student progress and direct activities of general classroom teachers and teacher aides who work with students

Teacher aides

- Possess a high school diploma or its equivalent
- Perform teaching-related activities and non-teaching assignments at the direction of administrative staff or general education classroom teacher

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Saint Rafael the Archangel School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

At St. Rafael the Archangel School, we actively work to make God the center of our lives by encouraging and enhancing the basic goodness of each student — and their family — through dynamic education and faith formation.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God's love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God's grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit

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Saint Rafael the Archangel School – Special Education Profile (cont.)

psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit. St. Rafael’s facilities are not handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Interventions will be tailored in a fashion guided by student responses and progress. Accommodations for students with disabilities could include use of assistive technology (such as laptops), use of a scribe, extended time for completion, quiet or distraction-free testing spaces, testing conducted one-on-one or in small groups with teaching staff, conducting examinations or assessments orally, and translation of materials into Spanish.

In addition, St. Rafael employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, Words Their Way, Guided Reading, What I Need (WIN) Time, Transformative Reading Instruction (TRI), Title 1 intervention, and blended learning, Accelerated Reader, individualized behavioral and social-emotional support, enrichment and skills-based electives, afterschool homework help and math tutoring, and homework help during 2nd Recess. Instructional materials include Louisiana Believes, Headsprout, iReady, Lexia Learning, Raz Kids, i-Ready, SHARP Literacy, DreamBox, and ReadWorks Digital.

St. Rafael currently has 1:1 Chromebooks and iPads available for instruction and student use. St. Rafael also has access to a Guided Reading Library at Seton Catholic Schools central office.

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Saint Rafael the Archangel School – Special Education Profile (cont.)

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Fountas and Pinnell Reading Assessment, Measures of Academic Progress (MAP), Educational Software for Guiding Instruction (ESGI), STAR, and ACCESS. Classroom-based assessments include unit tests, exit tickets, formative assessments, project-based learning, and progress monitoring.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student's Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor's degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- School Counselor with additional licenses in Specific Learning Disabilities and Emotional Behavioral Disabilities
- Special Education Staff who hold licenses from the Wisconsin Department of Public Instruction in the following areas:
 - School Counselor
 - Reading
 - Adaptive Physical Education
 - English as a Second Language
 - Certified Speech/Communications Disorders teacher
 - Title One Reading Interventionists
 - Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Saint Robert School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

St. Robert School provides an inclusive model of education available to a diverse student population. Universal screening and a philosophy that all students - not just special education students - are entitled to personalized learning that scaffolds skill development and honors their unique learning styles are the foundational elements of our uniquely Catholic program model. The framework of the program is a continuum of learning support that ranges from accommodated instruction and assessment through modified curriculum.

A standards-based learning environment and curriculum designed around workshop-style classes allows for maximum personalization of learning for all students within the context of the regular classroom environment. Accommodations including assistive technology remove additional barriers for students with learning differences. Additionally, an expert support team comprised of three learning resource teachers (reading specialist, learning disabilities teacher, special education coordinator) provides consultative services and supplemental intervention services to eligible students.

Intervention services include Leveled Literacy Intervention, Reading Recovery, Orton-Gillingham dyslexia tutoring, and direct instruction in literacy or math using appropriately leveled replacement curriculum based on the Wisconsin Essential Elements Standards.

The school also partners with privately-contracted therapists who provide speech/language therapy and occupational therapy on site during the school day on a fee-for-service basis.

The SNSP also allows for the additional support of a personal special education aide for those students with significant intellectual disabilities and/or complex or behavioral disabilities. The aides work under the direction of the special education coordinator and classroom teachers to implement curricular modifications and to provide in-the-moment adjustments to classroom learning experiences to facilitate meaningful inclusion.

A team approach utilizing defined data monitoring processes allows for frequent adjustments to programming and goals.

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Saint Robert School – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All members of the faculty are certified in their respective subject areas. Seventy-three percent hold advanced degrees and/or specialty licenses. Professional development aligned with school improvement and Archdiocesan initiatives are part of the school's annual professional calendar. Multiple staff members serve on Archdiocesan leadership teams and have been presenters at conferences and professional workshops.

Qualifications of the resource teachers are specialized to include the following:

Reading Specialist: Wisconsin Reading Teacher (1316 EC-A) and Reading Specialist (5017 EC-A)

Learning Disabilities Teacher: Wisconsin Learning Disabilities (1811 PK-8) and Advanced Level Orton- Gillingham certification

Special Education Coordinator: Wisconsin Cognitive Disabilities (1810 PK-6)

Administrator also has a background in special education.

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Saint Vincent de Paul – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Assumption Catholic Schools (ACS) St. Vincent de Paul provides quality, Catholic education and enrichment to students in grades K-12 with the goal of educating and nurturing the whole child - mind, body and soul. We support students who need additional interventions and services as part of the regular education curriculum. SNSP students will be held to the ACS standards and policies as stated in each school handbook.

The mission of ACS is to inspire excellence and personal growth grounded in Catholic principles and traditions. Our vision is to be a community of academic excellence, Catholic in spirit and culture, nurturing integrity and respect.

The student support team may consist of the student, parents/guardian, teachers, support staff, school administrator, and school counselor or school social worker, who will meet to review the student's most current Service Plan (ISP) or Individualized Education Plan (IEP) on a regular basis. The team will develop and execute the needed accommodations, services, or interventions for student success academically, emotionally and socially. The team may also make recommendations for assessments and collaborate with the local public school districts and other professional organizations to develop appropriate goals for the student. At times, there may be some services that are provided by the local public school district.

Other related services that benefit the student's individual success not received on the school campus, and not included as a part of the ISP/IEP, will be outlined in the agreed upon plan (i.e., private therapy, private tutoring).

The regular education teacher will provide instruction and accommodations as outlined in the IEP/ISP plan with the support of other staff and resources in the least restrictive environment. The location and frequency of the academic instruction will be individualized to the student's unique needs. The teacher will use an individualized approach to the student's learning in partnership with Students Services, who will oversee the student's progress and educational plan in agreeance with the parents/guardian. Some of the specialized services we offer include literacy labs, an academic support/success center, tutoring and other student services at each building.

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Saint Vincent de Paul – Special Education Profile (cont.)

Our primary diagnostic tests are part of the Renaissance Learning STAR 360 platform and include STAR Early Literacy, Math and Reading. In addition students in grades 2-8 take the Iowa Test of Basic Skills. Grade 9 the Aspire, grade 10 Aspire Summative and ASVAB, and grade 11 the ACT. Wisconsin Forward exams are also given to participants in the Choice and SNSP programs.

St. Vincent De Paul (3-5) is wheelchair accessible

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All ACS teachers are licensed through DPI and hold a bachelor's degree or higher. All support staff are qualified according to the Wisconsin State Standards. Educational instruction and/or services will be provided by a licensed teacher, a degreed paraprofessional, or licensed professional under the DPI standards, including a licensed school counselor or licensed school social worker.

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Sheboygan Christian School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Sheboygan Christian School was born out of the unification of two Christian schools, and serves students from grades 3K through 12th grade. At SCS, we believe that all students have God-given gifts, and they are encouraged to discover and refine those gifts in all subject areas. Students learn inside and outside of the classroom, not only about God's world, but how to analyze, think, serve, and creatively solve problems in the world. God has called us to the work of transforming and serving his kingdom here on earth, and that starts right here in Sheboygan and extends to the ends of the earth.

Mission: In partnership with the Christian community, Sheboygan Christian School uses a biblical perspective to integrate academic excellence with Christ-centered learning, preparing students' hearts and minds for service in God's world.

Vision: Sheboygan Christian School will impact the world, both near and far, for Jesus Christ.

Instructional Materials: Students with special education needs at SCS can expect to receive instructional materials and classroom instruction similar to their same age/grade peers as much as possible. Our focus will be on providing inclusive educational environments whenever classroom instruction is for all students. In addition, certain instructional strategies, modifications, differentiation approaches, and devices and equipment that may help enhance the learning will be determined by a collaborative staff approach. SCS will implement each child's IEP as agreed upon between the parent and the school.

Assessments: Students with special education needs will continue to participate in statewide assessments in 3rd-11th grade. In addition, SCS utilizes periodic content-specific assessments in all grade levels in order to continue monitoring the progress of all students including those with special education needs. Students with special education needs may be evaluated on a more frequent basis (monthly) to determine progress and effectiveness of interventions. In conjunction with the special education teacher, quarterly reports are given to parents on the progress of their child's specific goals. This information will guide decisions regarding instructional environment, content, and learning focus.

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Sheboygan Christian School – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Sheboygan Christian School offers special education support and direct services from several state licensed special education educators. These include administrators, regular education teachers, a special education teacher, paraprofessionals, a school counselor, and specialized therapists. The Director of Academics and Instruction as well as the Assistant Principal are both WI licensed School Psychologists and Directors of Special Education and Pupil Services. In addition, SCS employs a licensed special education teacher to help provide instruction and support for students receiving special education services. At SCS, regular education teachers have either 4-year post-secondary degrees or state teaching licenses. Classroom paraprofessionals who will work with students with special education needs have either a state teaching license or at a minimum a BA/BS degree or a diploma in child care services.

Students with special education services are also provided support through a Title I reading specialist and special education tutors. The tutors at SCS are WI licensed special education teachers that work together with the classroom teacher and the special education teacher in focusing their work on collaboratively developed monthly goals. A WI state licensed school counselor is also available to help support students in their academic, social-emotional and behavioral development.

Finally, in addition to the staff at SCS, therapy support in the area of speech and language is provided by staff outsourced from the local district. Occupational and Physical therapy evaluations are completed by local district staff.

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Shining Star Christian Schools, Inc. – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Shining Star Christian Schools meets the academic needs of all scholars through our blended learning model. This model allows children to receive instruction at their grade level, but then also receive supplemental instruction through the use of online learning programming and small group instruction. Both online learning and small group instruction is targeted at the scholars specific reading and math levels based on assessment data. Other methods of instruction that Shining Star teachers provide include extra time to complete tasks/assignments, directions read to the scholar, quiet areas to complete tasks, and engaging lessons that incorporate multiple senses. In addition to the academic needs of our scholars, Shining Star also recognizes the mental health needs of our scholars. Through our partnership with Christian Family Solutions, our scholars have access to a professional counselor. These counseling sessions involve conversations and role playing around strategies to use when facing challenging situations.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Shining Star employs teachers who have completed accredited college or university education programs. All Shining Star teachers are Wisconsin State licensed or are working towards licensure. Shining Star support staff are high school graduates and/or hold college credits. All teachers partake in weekly professional developments that introduce best instructional practices that are implemented in the classroom. Through our partnership with Christian Family Solutions we also have an onsite licensed counselor available every week.

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Shoreland Lutheran High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Special Education Program

Shoreland Lutheran High School will provide services for students with mild learning disabilities or needs. These services may include one-on-one or small group tutoring in Shoreland's Educational Center (or SEE Center), computer assisted instruction and classroom accommodations.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Jody Denzin

BS- Bachelor of Science Degree in Special Education

MEd- Masters of Science Degree in Administration

Carol Hermanson

BS- Bachelor of Science Degree in Education

Jeff Dorn

Guidance Director Grades 9-12 BS- Bachelor of Science Degree

MEd- Masters of Science Degree (Special Education Emphasis)

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Sonnenberg Schools – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Our mission at Sonnenberg Schools is to provide an educational environment that is loving, safe, and supportive, focused on preparing students academically, socially, and emotionally for their future lives of success.

School Philosophy

Sonnenberg Schools Values indicate that we believe all students...

- Are lifelong learners who know that learning is not just a method for school, but an approach to living a full, productive life.
- Develop the skills needed for academic success, including reading, problem-solving, inferencing, and critical thinking.
- Act as responsible members of the community, engaging in the world through positive contributions to society through self-discipline and self-determination.
- Understand and demonstrate the development of strong relationships with others.

Sonnenberg School Vision...

- We believe that Sonnenberg Schools will be recognized in the city, state and across the country for the positive impact it has on students, families and communities.
- We believe that the students at Sonnenberg Schools will achieve at or above grade level because of the individualized educational experience, intentional support, and strong relationships that are built with staff throughout their experience here. Staff work with specialists throughout Sonnenberg Consultants and the community in order to improve student outcomes. Teachers, educational assistants, behavior treatment technicians, senior therapists, board certified behavior analysts, and the school director work together with families to raise expectations for academic and life success.
- We believe that the students at Sonnenberg Schools will demonstrate that they can be successful in middle school, high school, college, and life because of the social, emotional, and academic success they experience while at Sonnenberg School.
- We believe that the staff at Sonnenberg Schools view their work as a service to students, their families, and the community. They use current best practices for the education of students, and regularly engage in professional development and training to grow as educators. Collaborative teams with members from all aspects of the organization meet regularly to ensure the success of all students at Sonnenberg School.

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Sonnenberg Schools – Special Education Profile (cont.)

School history and methods of instruction that will be used by the school to provide special education and related services to SNSP students:

Sonnenberg Schools are a K-12 elementary and high school network of schools in South Eastern Wisconsin, which emerged from a need recognized by Sonnenberg Consultants, which provides individualized treatment for Autism Spectrum Disorder (ASD) using the principles of Applied Behavior Analysis (ABA). With a facility that already provided comprehensive services including ASD diagnosis, standardized testing, and therapy, innovative leaders saw an opportunity to provide even more services for children on the spectrum -- including a comprehensive education consisting of all the various academic and special education services that children need and deserve.

Sonnenberg Schools provide excellent support for students who have been medically diagnosed with Autism Spectrum Disorder as well as other special needs. All of our students have an IEP or services plan (ISP) in place, which will be used as a baseline when parents and school staff consider various academic, social, emotional, and developmental goals for their child/student. Utilizing our specialized staff we are able to provide individualized support and rigorous curriculum designed to meet the grade level needs of our students, modified when appropriate to meet the needs of the IEP/ISP. With the help of the SNSP, we envision having an even greater positive impact for the families that choose an education with Sonnenberg School. Sonnenberg Schools are also an active candidate for WRISA accreditation, expected in 2022.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Sonnenberg Schools consist of a team of staff that will work with students in the Special Needs Program as agreed upon in each student's Individualized Education Plan (IEP) or Service Plan. This team includes:

Executive Leadership/Directors' Credentials:

- M.Ed. in Leadership and Administration
- MBA in Educational Leadership
- Ph.D in Educational Leadership and Policy Analysis/Curriculum and Instruction
- License #5051/5010- Administrator/Director of Instruction

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Sonnenberg School – Special Education Profile (cont.)

Lead Teachers' Credentials:

- BS in Psychology Board Certified Behavior Analyst
- BS in Special Education
- BS in Elementary and Secondary Education
- M.Ed. in English as a Second Language (Spanish)
- M.Ed. in Special Education

Support Team's Credentials:

- BS in Social Work
- Certified Occupational Therapy Assistant
- Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)

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Stevens Point Christian Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Stevens Point Christian Academy (SPCA) exists to help children grow, be filled with wisdom and become strong while receiving a quality Christian education from experienced educators. SPCA makes reasonable modifications to the educational program and pedagogy to ensure that each child receives the best education experience possible based on his or her individual needs. While modifications are made, most fit within the regular classroom setting. The modifications may include: classroom accommodations, learning expectations, methods of instruction (this includes differentiated instruction, for example: use of manipulatives/technology, one on one instruction, adaptation of spelling lists/reading assignments, and hands on learning experiences to name a few) and additional instruction in and out of the classroom as detailed in the education plan that both the school and parents agree upon before a child is enrolled at SPCA.

Parents of a student with special needs are encouraged to speak with the principal/administrator about whether the school is able to appropriately serve the needs of their child. All special needs services are contingent upon an individualized educational or service plan which is modified, agreed upon and signed by the parent and Stevens Point Christian Academy school administrator. Students who do not have a signed agreement will not be served.

After enrollment a team of stakeholders, which could include student, parents, special educators, classroom teachers, and school administration, will meet in order to discuss/make modifications to the student's most current IEP/Services Plan. SPCA has seen great strides made with students who have plans of service. At SPCA we believe that all children matter to God and are made in His image. Each child's uniqueness holds a key into their purpose and success in society.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Teachers at Stevens Point Christian Academy have a Bachelor's degree and are experienced educators. The administrator/principal has a Master of Education degree.

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***Superior Learning Academy – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Methods of Instruction

Superior Learning Academy will work with the parents of special needs students who have an Individualized Education Program or Service Plan. They will modify the plan based on their agreement, which may also include any additional services not outlined in the plan that are available and may benefit the student. The modified plan will be used by all staff to guide instruction of the student. Interventions will be used as needed. Instruction and teaching methods with the student will regularly be adjusted according to the student's response, progress and success. The student will remain with his or her peers wherever possible.

Instructional Materials

Students with special education services will use textbooks and materials that are in use by the general education classroom. Other materials and specialized equipment may also be used to support instruction, as determined by the administrators, special education professionals and classroom teacher. The team will also work together to develop and adapt select curriculum and materials that are best suited to the student's ability, in conjunction with the student's parents.

Assessment

Formal and informal assessments will occur regularly to determine student progress. The assessment tool used will depend on the student's special needs, age and grade level. Special needs students will participate in state assessment at all three levels – elementary, middle and high school, unless the modified IEP or ISP states otherwise. These assessments may be conducted with or without accommodations. The special needs team will administer assessments and communicate results to parents. The team will consult with the assessment data to make instructional decisions and to monitor progress. All assessments will be shared with parents during quarterly reports.

Instructional Staff

Superior Learning Academy has a team approach to assist students with special needs. The team may include administrators, general education classroom teacher, special education professional, school counselor, parents, ABA trained staff and professional

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Superior Learning Academy – Special Education Profile (cont.)

therapists as needed for specialized speech and language, occupational and physical therapy. Superior Learning Academy will utilize principles of supervised training in Applied Behavioral Analysis. These principles include but are not limited to instructional strategies such as: strategic use of reinforcement schedules, discrete trial teaching, natural language paradigm, errorless learning, prompting and prompt fading, shaping, direct instruction curricula, sequenced curricula, task analyses, and programming for generalization.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers hold a four year degree. All support staff have received forty hours of Applied Behavior Analysis (ABA) training and are approved behavior treatment providers through ForwardHealth.

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Tamarack Waldorf School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The Learning Support Program at Tamarack Waldorf School is designed for students in Grades K4-8 whose social/physical developmental capacities, physical health and/or academic skills need attention and intervention beyond what can be met within a classroom setting. Our goal is to work with students as needed so they can integrate into the fabric of the class and succeed academically.

As defined by the governing body of Waldorf Schools, AWSNA, Waldorf schools offer a developmentally appropriate, experiential, and academically rigorous approach to education. We integrate the arts in all academic disciplines for children from preschool through eighth grade to enhance and enrich learning. Waldorf Education aims to inspire lifelong learning in all students and to enable them to fully develop their unique capacities.

The Tamarack Waldorf School Learning Support Program treats students with love and respect. It is designed to support them academically and help them develop inner and outer balance, as well as concentration and awareness of self and others. Students are encouraged to take in the world and give back to it appropriately, and to transform personal areas of need into confidence and inner strength.

Involvement in the program will begin with a team approach to getting to know the student and gaining a sense of who they are. We will take any current IEP or Services Plan your student has into careful consideration. Parents/guardians will then be contacted so that, with teachers, they may review student strengths and needs. Together with parents/guardians, we will create a Services and Care Plan designed to meet the individual needs of your student. Once the Services and Care Plan is in use, communications will be through conferences, reports and updates.

Our goal is to work with parents and teachers to create a deep and relevant engagement in a healing, low stimulus, arts inspired, and therapeutic environment to provide the most appropriate services possible. Learning support teachers work closely with class teachers to provide academic and other support that aligns with the classroom work and goals.

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Tamarack Waldorf School – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Ceal Hunter, M.A., is a special education instructor with over 20 years of experience. She is a special education teacher licensed in MC EA and Cross Categorical Special Education. Ms. Hunter has a Waldorf Therapeutic Certification which allows her to provide Extra Lesson support for students. Ms. Hunter provides student support in academic subjects, developmental movement and social/emotional skill development to students from Early Childhood through Grade 8.

Deb Schermer, M.A., has over 25 years experience as a pediatric speech and language therapist. She has worked in both medical and educational settings. She has experience in treating a large variety of speech and language disorders including language delays, articulation and phonological disorders, auditory processing disorders, fluency disorders, and social communication issues. She has training in the Social Thinking approach to social skill training. Ms. Schermer provides services to students in Early Childhood to Grade 8.

Morgan Klaus, MA, has over 15 years in many areas of education including Early Childhood, English Language Learning, and Academic Intervention. She will soon complete her Reading Teacher's License. Ms. Klaus serves as the Title I Reading and Math teacher, for Grades 3-8. She brings enthusiasm, creativity and high expectations to struggling learners.

Hannah Schley provides in-class student support and individual support lessons in the elementary school so students may have the opportunity to deepen their understanding and practice classroom-taught skills in ways that match their learning styles. Ms. Schley is currently a student in the UW-Milwaukee School of Education.

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Torah Academy of Milwaukee – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Torah Academy of Milwaukee works with students who require special attention. Adjustments and modifications are made to suit the need of the individual. If a student is found to require more than the typical adjustments, a referral is sent to our LEA, Nicolet (High School). Nicolet will send their school psychologist and special education team to observe and test the student, as they deem appropriate, generating an IEP/Service Plan(SP). This IEP/SP is then tailored to work within the classroom. In addition, our part time special education teacher will assist the student individually, outside of the classroom, as well as work with the teachers in formulating a plan to suit the special needs of the individual. Accommodations are put in place for all standardized testing. The special education teacher works collaboratively with the classroom teachers to adapt curriculum to meet each students needs. Each student receives one-to-one instruction with the special education teacher in a special education setting in addition to curricular adaptations when they are included in their classroom with their peers.

Adaptations include but not limited to test modifications and tailored study guides, guided outlines for papers, use of alternate versions of curriculum and texts when needed, and implementing organizational techniques.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Currently we have the services of a teacher who holds multiple licenses listed below:

T001-Professional Educator Teacher
1810 Intellectual Disabilities PreK-12
1811 Specific Learning Disabilities PreK-12
1830 Emotional Behavior Disabilities PreK-12

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***Trinity-St. Luke's Lutheran School – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

TSL exists to help all students grow through God's Word and shine forth to all with the truth that Jesus Christ is our Savior. As we teach young minds and prepare young hearts, we strive for an educational program devoted to academic excellence. All students in grades 4K-8 receive training in all core classes of the curriculum while being immersed in God's Word. TSL has an extended learning program that further meets the needs of all students in the school. This extended learning program helps identify students who need more accommodations and modifications in the classroom. The program also provides time in the school day for small group instruction for students that need extra help. Students in our upper grades are placed into one of 6 different math classes based on their ability rather than their grade level. Overall, the program at TSL strives to provide an excellent learning environment for all students.

Speech and language services are provided for qualifying 4K – Grade 8 students through the Watertown Unified School District.

Title I services are provided for qualifying kindergarten – Grade 3 students by the Watertown Unified School District.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

All teachers at TSL hold a minimum of a Bachelor's Degree in Education. Most of our teachers have graduated from Martin Luther College in New Ulm, MN.

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***Trinity Lutheran School – Mequon – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Trinity Lutheran School exists to develop a “Passion for Learning and a Heart for Christ” in all students. Our vision is that Trinity Lutheran School of Freistadt will be the leader in primary Christian education in the state of Wisconsin by making disciples who make disciples, delivering the highest quality education, maintaining a balanced and diverse student body, and by relentlessly pursuing excellence in the development of our faculty, staff, and support personnel.

The staff at Trinity is able to provide programs and services that support students with learning challenges as well as some identified special needs such as:

- speech and language deficiencies;
- ADHD;
- learning disabilities;
- mild cognitive disabilities;
- students with moderate to mild autism.

EDUCATIONAL ENVIRONMENT

Students receiving special education services will receive services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities who are educated in the least restrictive environment show higher self-esteem, increased motivation, improved socialization and communication skills, and greater academic achievement than those in a segregated, or more restrictive environment. As the school grows its special needs capabilities, faculty and staff will participate in ongoing professional development to continue to enrich the educational environment for all students.

METHODS OF INSTRUCTION

The most recent individualized education program or services plan will be implemented, as modified by the ‘Parental Agreement,’ between the school and parent of the special-needs student. In addition, related services not included in the individualized services program or services plan will be outlined and agreed upon by the school and parent. This program, plan, or related services outline will guide instructional methods. General education teachers will provide instruction and interventions that align with the student’s individualized education program or services plan. Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Instruction and approaches are regularly

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Trinity Lutheran School – Mequon – Special Education Profile (cont.)

adjusted according to evidence of success with regard to each child. All such accommodations and adjustments will be regularly communicated to families.

Whenever possible, students receiving special education services will remain with their peers. The classroom teacher, special education staff and administrator determine the services that are needed for the child. The nature, extent, and location of services will be tailored to the unique needs of the child.

INSTRUCTIONAL MATERIALS

Students who receive special education services utilize textbooks and supplementary materials used in the general education setting. These materials may be augmented by materials that provide information at a reduced language and/or reading level as determined by individual needs. Curriculum development in areas of support for students with disabilities will be accomplished through collaboration with the classroom teacher, special education staff and the assistant principal of academics. Student specific practice activities and materials may be developed and utilized to reinforce specific skill sets. The school team will tailor materials to meet individual needs to the best of the school's ability and in consultation with parents.

ASSESSMENT

Both formal and informal assessments are used in determining student progress. The specific evaluation tools that are administered depend on the nature of the disability and the student's age and grade level. Trinity predominantly utilizes Renaissance Star assessment tools for both math and literacy; these assessments are conducted quarterly to monitor progress, and take no more than 20-30 minutes per iteration.

Students with disabilities will participate in the state assessment program (grades 3 – 8) unless otherwise indicated in the IEP or service plan. These assessments may be administered with or without standard accommodations.

The general education (classroom) teacher, special needs staff, instructional assistants, assistant principal of academics, or proctors may administer assessments. The classroom teacher, in collaboration with the assistant principal of academics will be responsible for interpreting and communicating the results of assessments to parents. Teachers use assessment data to make instructional decisions and monitor IEP or service plan progress. Assessments conducted during the year will be shared with the parent at the quarterly progress report.

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Trinity Lutheran School – Mequon – Special Education Profile (cont.)

In order to provide the best service possible, it is the school's expectation that parents will include the school's special education team and administrator on the IEP team for evaluation or review.

RIGHTS

Students enrolled in the Special Needs Scholarship Program will receive the following documents which outline the rights of the participating student and their parents:

- Comparison of Rights of Students with Disabilities and their Families under State and Federal Education Law and Under the Wisconsin Special Needs Scholarship Program
- Trinity Parent/Guardian Handbook

All special education services are contingent upon an individualized educational or service plan which is signed by the parent and school administrator. Students who do not have a signed agreement may not be served. For additional information, please contact Mrs. Lorrie Becklund, Trinity's Title 1, Resource Room Director, and Special Needs Coordinator at 262-242-2045 (x019).

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

STAFFING

The following staff members may provide instruction and support for students with disabilities as outlined in their agreed upon individualized education or service plan:

- General education/classroom teachers:
 - o Plan and implement the instructional program, in collaboration with the administrator and special education staff;
 - o Monitor student progress and direct activities of instructional assistants (aides, other support staff, etc.) who work the students; and
 - o Possess a bachelor's degree or beyond from an accredited university or college
- Special education staff:
 - o part of a collaborative special education team working under the direction of the administrator to provide academic, emotional and developmental support to all students as may be needed. This team may include outside consultants as deemed appropriate;
 - o work in collaboration with the general education/classroom teacher to adjust curriculum and instruction to meet individual needs;
 - o may teach select lessons in a smaller group setting or one-on-one as the needs of the child or IEP dictate;

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Trinity Lutheran School – Mequon – Special Education Profile (cont.)

o will possess or be in the process of obtaining certified training in special education including but not limited to staff with

- BA in Elementary Education
- MS in Special Education
- MS in Speech and Language Pathology
- Instructional assistants must possess a high school diploma or its equivalent

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***Valley Christian School – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The goal of Valley Christian School (VCS) is to provide students with support in the general education classroom. We will provide services for students with mild learning disabilities, speech/language disabilities, and other mild needs. VCS will examine a student's individualized education plan or services plan from their local school district and provide an agreement for the services that VCS is able to provide. Students may receive small group instruction in reading using various interventions (pull out), speech support from the local school district, in-class support from their classroom teacher and/or assisted learning personnel, and accommodations or modifications needed to allow them to be assessed based on their abilities rather than their disabilities. Students in middle school and high school may receive additional support from the assisted learning department through directed study halls. An annual meeting will be held with the parents, classroom teacher, and assisted learning coordinator to create an agreement for services for the year which includes goals for instruction and accommodations. A student's agreement for services will be reviewed quarterly to determine the growth the student is making toward their goals and determine if the appropriate supports are in place.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Assisted Learning Coordinator, Alyson Clayton - Current Wisconsin Teaching License, M.Ed. in Educational Administration, B.S. in Elementary Education with a Learning Disabilities minor

All personnel providing instruction have earned at minimum, a bachelor's degree.

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Wells Street Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Wells Street Academy serves students ages 4 to 21 who have involved developmental delays in addition to having special health care needs, including complex medical conditions. The goal of Wells Street Academy is to work with all of our students at an individual level in order to meet the needs of all students so they may reach their highest level of independence. The school serves an average of 20 students with a teachers, paraprofessionals and related services providers - occupational therapy, speech and language, physical therapy, vision services, and nursing services. At Wells Street Academy we believe that every child, regardless of medical challenges, can reach his or her full potential with early intervention, an education plan tailored to the student's particular needs and dedicated educators who work hand-in-hand with the child's family and health care team. Wells Street Academy works closely with the student's family or guardian to fully implement Personalized Education Plans and goals for each student. Every Wells Street Academy student receives one-on-one and small group attention from our educators and staff, all of whom have experience working with children who have special health care needs.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Kathleen Urban
BS Human Development
MA Education
1088 - Elementary/Middle Level Education

Joshua Taylor
BA English
0070 Special Education Program Aide
MA Science, to complete Teacher certification 2022

Tomika Roberts
AA Early Childhood Education

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Wells Street Academy – Special Education Profile (cont.)

Denise Stelpflug, Shannon Jaglinski, Erin Schwert, Holly Paul, Jodee Plazek- Therapies

John Hartman, Neurologic - Music Therapist

All other related services are provided through outpatient therapy/services.

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Westside Christian School - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Westside Christian School is committed to providing high-quality, Christian education for all students that we serve. This includes students with formally identified special needs and learning differences. All students will participate in our regular education classrooms, with accommodations provided by the general education teacher as much as possible.

Methods of instruction may include the following:

- In-class academic support in the form of small group intervention given by a general education classroom teacher
- Intensive one on one support given by a general education classroom teacher
- Differentiated assignments or homework
- Providing extra time for assessments, assignments, tests, or quizzes

In addition, Westside Christian School is able to offer the following services to students with identified special needs, according to their IEP or services plan:

Speech and Language
Occupational Therapy
Physical Therapy
Counseling services

A student's most recent IEP (Individualized Education Plan) or services plan will be reviewed for each child that applies to the school. An Agreement of Services Plan will be written and signed by both the school and the child's parents/guardians to specifically outline the services and modifications that the school is able to offer, as well the services that will not be met (if applicable), to help guide the best instructional methods and program for each child.

Westside Christian School desires to continue to grow in our ability to provide additional services to all students. Our faculty and staff will participate in ongoing professional development to continue their education in providing the best support to students with special needs.

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Westside Christian School – Special Education Profile (cont.)

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

General education teachers will plan and implement the instructional programming as outlined in the student's IEP or service plan, monitor student progress, and direct activities of instructional assistants or aides who work with students. All general education classroom teachers at Westside Christian School hold a minimum of a bachelor's degree. In addition, we have teachers with additional degrees in Special Education, a Masters in Reading, or a Masters in Curriculum and Instruction, and teachers have Wisconsin state teaching licenses.

Outside agencies we partner with:

Aspire Therapy and Development Services, Verona WI: the team at Aspire is able to conduct screeners and evaluations as well provide speech, language, occupational and physical therapy services to students within our school setting. All Aspire therapists are licensed, insured and active in continuing their education.

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Winnebago Lutheran Academy – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Winnebago Lutheran Academy provides a variety of academic supports for students with Specific Learning Disabilities in order for them to be successful within both their required and elective courses or study. Supports could include, enrollment in a foundations level math and/or English course for those students not performing at grade level per their Service Plan needs with a max of a 10 to 1 student to teacher ratio. Supports can also include, after school peer tutoring, teacher support in a guided resource, after school hours to get help from teachers, and individual learning accommodations within reason for students with documented learning needs. Winnebago Lutheran Academy has students with Service Plans that are created with the help of the Fond du Lac Area School district and students at WLA can refer to the Fond du Lac Area School District for testing and evaluations. A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student's most current IEP or Service plan.

WLA does not offer handicap accessible rooms/building or full time one to one instruction or educational aids. Scholarship students will be subject to the same rules as stated in the WLA Handbook (the WLA Handbook can be read on the school's website or can be picked up at the school upon request).

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The teachers at Winnebago Lutheran Academy hold either a Bachelor's or Master's degree and have been certificated through the Wisconsin Evangelical Lutheran Synod. One teacher at Winnebago Lutheran Academy holds a Cross Categorical Special Education License through the state of WI.

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***Wolf River Lutheran High School – Special Education Profile**

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Wolf River will work to meet the needs of each individual student. We benefit from having very beneficial student to teacher ratios in this small student. The ratio is approximately 6 to 1. This benefits all regular students and also any special needs students enrolled. When a student is enrolled with an IEP or Service Plan, the principal and teachers involved decide what resources we currently have among staff and then decide what resources need to be provided by a trained specialized needs teacher. If a qualified specialized teacher is needed, the administrator will do what it takes to find and secure one for Wolf River. Method of instruction vary with the needs of the student enrolled.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The degrees and licenses of the teachers and other persons who will be working to provide special education and related services is dependent upon the specific needs of the student.

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Xavier Elementary School – Marquette Street - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

St. Francis Xavier Catholic School System is a Christ-centered community dedicated to faith formation, academic excellence, community engagement, and individual growth of our students in a safe environment. To live this mission day-to-day at Xavier, we are committed to:

- Cultivating our students' talents, passions, and spirituality so they can impact the community by living the Gospel message of faith, hope, justice, and charity.
- Providing opportunities for all students to develop a lifelong love and commitment to academics, faith, arts, fitness, and service.

At Xavier Elementary we are committed to academic excellence rooted in strong faith and value formation. We strive to help students develop the knowledge, skills, and attitudes that will enable them to be successful citizens in the 21st century. Our staff is dedicated to helping each child succeed.

EDUCATIONAL ENVIRONMENT

We exist to help bring children to Christ and help develop their faith into a lived reality while providing them with a solid academic background. Through a faith-integrated curriculum, fine arts, co-curricular activities, developmental guidance, service programs, social events, and the Christian witness provided by our staff, students come to know Christ better and grow in faith. As students begin to develop adult values, our school helps them to make a positive connection with the Church.

We are a unique school -- uniquely Catholic, our caring staff help provide students with the personal attention they need. The school facilitates a close connection between the students and teachers on each grade level. We are committed to education that meets the intellectual, physical, social, emotional and spiritual needs of students.

INSTRUCTIONAL METHODS & MATERIALS

Xavier Elementary provides the ideal environment for students to develop independence, knowledge, spirituality and social confidence. Our school helps identify and develop each student's unique spark for learning.

We know our students. Recognizing the uniqueness of each child, we provide differentiated instruction for our students by a dedicated and compassionate staff. We

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Xavier Elementary School – Marquette Street - Special Education Profile (cont.)

have resources for students looking for a greater challenge and for those students that would benefit from extra support. Faith formation is woven into our school day and finds expression through weekly all-school masses, prayer services and service to communities support the spiritual growth of our students.

Xavier Elementary will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. All students are mainstreamed into the regular classroom curriculum where they receive academic instruction. Classroom instruction is supported through the Learning Services program by small group support focusing on the development of study skills, successful performance in regular classes, developing compensatory skills and self-advocacy skills. The nature, scope, and location of services will be fashioned to attend to the unique needs of the student. Wherever possible, the student will remain with his or her peers. A broad range of standardized and classroom-based assessments will be employed to monitor student progress.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Xavier Elementary has a team approach to assist students with special needs. A team, which may include the student, parent, classroom teacher(s), Learning Services Specialists, school administrator, and/or school counselor, will meet to review the student's most current Individualized Education Program (IEP) and/or services plan. The team will utilize the IEP/services plan to develop accommodations to create an agreed-upon Xavier Elementary Accommodation Plan.

The current team includes:

- Classroom teachers who possess a bachelor's degree or beyond from an accredited university or college; most faculty are licensed through Wisconsin's Department of Public Instruction
- Learning Services Specialists who are specially trained in supporting students
- School Counselors trained to support elementary school students
- A teacher of English Language Learners (ELs) trained in supporting students in language acquisition
- Instructional support staff who possess a minimum of a high school diploma or its equivalent

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Xavier Elementary School – McDonald Street - Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

St. Francis Xavier Catholic School System is a Christ-centered community dedicated to faith formation, academic excellence, community engagement, and individual growth of our students in a safe environment. To live this mission day-to-day at Xavier, we are committed to:

- Cultivating our students' talents, passions, and spirituality so they can impact the community by living the Gospel message of faith, hope, justice, and charity.
- Providing opportunities for all students to develop a lifelong love and commitment to academics, faith, arts, fitness, and service.

At Xavier Elementary we are committed to academic excellence rooted in strong faith and value formation. We strive to help students develop the knowledge, skills, and attitudes that will enable them to be successful citizens in the 21st century. Our staff is dedicated to helping each child succeed.

EDUCATIONAL ENVIRONMENT

We exist to help bring children to Christ and help develop their faith into a lived reality while providing them with a solid academic background. Through a faith-integrated curriculum, fine arts, co-curricular activities, developmental guidance, service programs, social events, and the Christian witness provided by our staff, students come to know Christ better and grow in faith. As students begin to develop adult values, our school helps them to make a positive connection with the Church.

We are a unique school - uniquely Catholic, our caring staff help provide students with the personal attention they need. The school facilitates a close connection between the students and teachers on each grade level. We are committed to education that meets the intellectual, physical, social, emotional and spiritual needs of students.

INSTRUCTIONAL METHODS & MATERIALS

Xavier Elementary provides the ideal environment for students to develop independence, knowledge, spirituality and social confidence. Our school helps identify and develop each student's unique spark for learning.

We know our students. Recognizing the uniqueness of each child, we provide differentiated instruction for our students by a dedicated and compassionate staff. We

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Xavier Elementary School – McDonald Street – Special Education Profile (cont.)

have resources for students looking for a greater challenge and for those students that would benefit from extra support. Faith formation is woven into our school day and finds expression through weekly all-school masses, prayer services and service to communities support the spiritual growth of our students.

Xavier Elementary will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. All students are mainstreamed into the regular classroom curriculum where they receive academic instruction. Classroom instruction is supported through the Learning Services program by small group support focusing on the development of study skills, successful performance in regular classes, developing compensatory skills and self-advocacy skills. The nature, scope, and location of services will be fashioned to attend to the unique needs of the student. Wherever possible, the student will remain with his or her peers. A broad range of standardized and classroom-based assessments will be employed to monitor student progress.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Xavier Elementary has a team approach to assist students with special needs. A team, which may include the student, parent, classroom teacher(s), Learning Services Specialists, school administrator, and/or school counselor, will meet to review the student's most current Individualized Education Program (IEP) and/or services plan. The team will utilize the IEP/services plan to develop accommodations to create an agreed-upon Xavier Elementary Accommodation Plan.

The current team includes:

- Classroom teachers who possess a bachelor's degree or beyond from an accredited university or college; most faculty are licensed through Wisconsin's Department of Instruction
- Learning Services Specialists who are specially trained in supporting students
- School Counselors trained to support elementary school students
- A teacher of English Language Learners (ELs) trained in supporting students in language acquisition
- Instructional support staff who possess a minimum of a high school diploma or its equivalent

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Xavier High School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

St. Francis Xavier Catholic School System is a Christ-centered community dedicated to faith formation, academic excellence, community engagement, and individual growth of our students in a safe environment. To live this mission day-to-day at Xavier, we are committed to:

- Cultivating our students' talents, passions, and spirituality so they can impact the community by living the Gospel message of faith, hope, justice, and charity.
- Providing opportunities for all students to develop a lifelong love and commitment to academics, faith, arts, fitness, and service.

At Xavier High School we are committed to academic excellence rooted in strong faith and value formation. We strive to help students develop the knowledge, skills and attitudes that will enable them to be successful citizens in the 21st century. Our staff is dedicated to helping each child succeed.

EDUCATIONAL ENVIRONMENT

As students enter early adolescence, they are faced with many new opportunities and challenges. At Xavier High School, we help our families make the most of these formative years. We exist to help bring young adolescents to Christ and help develop their faith into a lived reality while providing them with a strong academic background. Through a faith-integrated curriculum, fine arts, co-curricular activities, campus ministry, developmental guidance, service programs, social events, and the Christian witness provided by our staff, students come to know Christ better and grow in faith. As students begin to develop adult values, our school helps them to make a positive connection with the Church.

INSTRUCTIONAL METHODS & MATERIALS

Xavier High School provides the ideal environment for high school students to develop independence, knowledge, spirituality and social confidence. Our high school model helps identify and develop each student's unique spark for learning.

We know our students. Recognizing the uniqueness of each student, we provide differentiated instruction for our students by a dedicated and compassionate staff. We have resources for students looking for a greater challenge and for those students that would benefit from extra support. Understanding that part of the high school experience is a social one, the school works to create new opportunities for friendships

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Xavier High School – Special Education Profile (cont.)

in addition to those in the classroom through co-curricular offerings including clubs and athletic programs. Faith formation is woven into our school day and finds expression through all school masses, prayer services and service to communities support the spiritual growth of our students.

Xavier High School will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. All students are mainstreamed into the regular classroom curriculum where they receive academic instruction. The nature, scope and location of services will be fashioned to attend to the unique needs of the student. Wherever possible, the student will remain with his or her peers. A broad range of standardized and classroom-based assessments will be employed to monitor student progress.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Xavier High School has a team approach to assist students with special needs. A team, which may include the student, parent, classroom teacher(s), Learning Services Specialists, school administrator, and/or school counselors, will meet to review the student's most current Individualized Education Program (IEP) and/or services plan. The team will utilize the IEP/services plan to develop accommodations to create an agreed-upon Xavier High School Accommodation Plan.

The current team includes:

- Classroom teachers who possess a bachelor's degree or beyond from an accredited university or college; most faculty are licensed through the Wisconsin's Department of Instruction
- Learning Services Specialists who are specially trained in supporting students
- School Counselors trained to support high school students

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Xavier Middle School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

MISSION AND VISION

St. Francis Xavier Catholic School System is a Christ-centered community dedicated to faith formation, academic excellence, community engagement, and individual growth of our students in a safe environment. To live this mission day-to-day at Xavier, we are committed to:

- Cultivating our students' talents, passions, and spirituality so they can impact the community by living the Gospel message of faith, hope, justice, and charity.
- Providing opportunities for all students to develop a lifelong love and commitment to academics, faith, arts, fitness, and service.

At Xavier Middle School we are committed to academic excellence rooted in strong faith and value formation. We strive to help students develop the knowledge, skills and attitudes that will enable them to be successful citizens in the 21st century. Our staff is dedicated to helping each child succeed.

EDUCATIONAL ENVIRONMENT

As students enter early adolescence, they are faced with many new opportunities and challenges. At Xavier Middle School, we help our families make the most of these formative years. We exist to help bring young adolescents to Christ and help develop their faith into a lived reality while providing them with a strong academic background. Through a faith-integrated curriculum, fine arts, co-curricular activities, campus ministry, developmental guidance, service programs, social events, and the Christian witness provided by our staff, students come to know Christ better and grow in faith. As students begin to develop adult values, our school helps them to make a positive connection with the Church.

We are a unique school -- uniquely Catholic, and uniquely a middle school (grades 5-8). We are not an elementary school or a mini-high school. Our middle school has been established with the needs of the early adolescent in mind. Our caring staff help provide students with the personal attention they need. We are

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Xavier Middle School – Special Education Profile (cont.)

committed to a middle school education that meets the intellectual, physical, social, emotional and spiritual needs of the early adolescent.

INSTRUCTIONAL METHODS & MATERIALS

Xavier Middle School provides the ideal environment for 5th through 8th grade students to develop independence, knowledge, spirituality and social confidence. Our middle school model helps identify and develop each student's unique spark for learning.

We know our students. Recognizing the uniqueness of each child, we provide differentiated instruction for our students by a dedicated and compassionate staff. We have resources for students looking for a greater challenge and for those students that would benefit from extra support. Understanding that part of the middle school experience is a social one, the school works to create new opportunities for friendships in addition to those in the classroom through co-curricular offerings including clubs, athletic programs, all school socials, and camps.

Faith formation is woven into our school day and finds expression through service to communities, near and far. Weekly all school masses, prayer services, opportunity for reconciliation and our onsite chapel support the spiritual growth of our students.

Xavier Middle School will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. All students are mainstreamed into the regular classroom curriculum where they receive academic instruction. Classroom instruction is supported through the Learning Services program by small group support focusing on the development of study skills, successful performance in regular classes, developing compensatory skills and self-advocacy skills. The nature, scope and location of services will be fashioned to attend to the unique needs of the student. Wherever possible, the student will remain with his or her peers. A broad range of standardized and classroom based assessments will be employed to monitor student progress.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Xavier Middle School has a team approach to assist students with special needs. A team, which may include the student, parent, classroom teacher(s), Learning Services Specialists, school administrator, and/or school counselor, will meet to review the student's most current Individualized Education Program (IEP) and/or services plan.

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Xavier Middle School – Special Education Profile (cont.)

The team will utilize the IEP/services plan to develop accommodations and supports to create an agreed upon Xavier Middle School plan.

The current team includes:

- Classroom teachers who possess a bachelor's degree or beyond from an accredited university or college; most faculty are licensed through the Wisconsin's Department of Instruction
- Learning Services Specialists who are specially trained in supporting students
- School Counselors trained to support middle school students
- A teacher of English Language Learners (ELs) trained in supporting students in language acquisition
- Instructional support staff who possess a minimum of a high school diploma or its equivalent

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Yeshiva Elementary School – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

The special education program is designed to help students access the general curriculum and meet Common Core standards by supporting the whole student. From the academic perspective, individual goals are written for each student to address their areas of need. A strengths-based approach is taken to address each student's goals through various methods. Individual assessment determines the best delivery method of services. This can be small group instruction, individual instruction or push-in support. Special education teachers support general education teachers in using multi-modal strategies and interventions to best meet our students' needs. Methods of instruction include interventions and strategies that are evidenced based, such as Orton-Gillingham based interventions, augmentative and alternative communication, and visual/motor/kinesthetic strategies where needed. Social and emotional services utilize group counseling for theme based groups such as social skills for identified students. Speech and language therapy and occupational therapy are provided to students after qualifying assessments. The special education team evaluates the effectiveness of all interventions through monitoring ongoing progress and collaborative problem solving.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

The special education program at Yeshiva Elementary School is run by a Director of Support Services and consists of several licensed resource teachers and therapists. The Vice Principal of Educational Support Services holds a masters in educational leadership and a principal's certificate. Special Education Teacher A has an MS in Special Education, teaching licenses in general and special education, and a bilingual extension to both licenses. Special Education Teacher B has BS in psychology and an MS in Special Education. Special Education Teacher C has BS in Child Development. Speech and Language services are provided by a Speech and Language Pathologist, MS-CCC. Occupational Therapy Services are provided by an Occupational Therapist, licensed MS, OTR.

The special education profiles contained in this document have been submitted to the department by the individual private schools. For specific questions about the information contained in the special education profiles, please contact the individual private schools directly.

* The list of SNSP participating private schools in this document is subject to change. Schools with the "*" are new to the SNSP for the 2021-22 school year.



Zion Lutheran School - Hartland – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Zion Lutheran School is a small school, whose stated mission is to “share Jesus, while developing lifelong learners and engaging the community.” Along these lines, Zion has always striven to meet the individual needs of its students, while providing a high quality Christ-centered education for every student. For years, qualifying students have received speech therapy provided by the school district, and teachers have made every effort to accommodate this one on one time with therapists by ensuring that students do not thereby miss out on critical classroom instruction. In some cases, students have met with therapists after school, according to the request of the parents. As an SNSP school, Zion intends to accommodate SNSP students in the same way, allowing them to meet with academic tutors and therapists either during the school day or after school, when possible and/or desired by parents of SNSP students. Additionally, Zion intends to bring therapists into the classroom as needed to instruct students and teachers in coping with speech development delays, ADHD, ADD, dyslexia, high functioning autism, Downs, and the like. Zion teachers plan to continue to meet the special needs of students by providing modified lesson plans, special seating, learning tools, and sensory breaks as needed. Zion will use each SNSP student’s IEP (Individualized Education Plan) or Services Plan as a guide when designing his/her special needs education plan with the help of his/her parents.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

To meet the needs of its SNSP students, Zion currently has a contract with a licensed occupational therapist, which is continuing into the 2021-22 school year. Zion is in the process of finding a licensed speech therapist for its 2021-22 SNSP students in need of such services. Zion will seek out additional licensed therapists and reading specialists as needed. All of Zion’s 1st-8th grade teachers as well as its current academic tutor hold a minimum of a Bachelor’s degree. Additionally, Zion’s K-2nd grade teacher holds a masters degree in reading instruction and its principal and 7th and 8th grade teacher holds a Doctorate in Education.

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Zion Lutheran School – Menomonee Falls – Special Education Profile

I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.

Zion Lutheran School provides very limited services for students with special needs. We have contracted with Lutheran Special School and Educational Services (LSSES) to have a consultant visit our school one day per week to do student observation and testing, and to provide parents and teachers with recommendations for accommodating the special needs of students. Most accommodations must fit within the regular classroom setting. We receive limited pull-out services from a Speech and Language Pathologist and a School Psychologist from the Hamilton School District. Additional services in the classroom or out of the classroom may be available as funding allows. Parents of a student with special needs are encouraged to speak with the principal about whether the school is able to appropriately serve the needs of their child.

II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.

Our lead teacher in 4-year-old kindergarten has a minor in special education. The rest of our classroom teachers have bachelor's degrees in education, but no special education degrees or certifications. Our consultant from Lutheran Special School and Educational Services has a degree and certificate for elementary school special education. Our Speech Pathologist from the Hamilton School District, and our School Psychologist from the Hamilton School District each have appropriate degrees and certifications for their positions.

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